

September 1960

National Parent-Teacher

THE

P.T.A.

MAGAZINE



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education

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April 15, 1960, is
11,926,552

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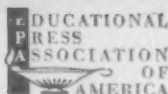
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June 28, 1960
Los Angeles

See page 30

Work in Progress



ALREADY THE PHRASEMAKERS are hard at work seeking an adjective to characterize the new decade. Already they have given us the phrases "The Soaring Sixties" and "The Scintillating Sixties." Yet whether the sixties will be soaring and scintillating or sorry and sinking will depend not on the phrasemakers but on the decision makers. And in the Western world, at least, the decision makers are we the people. To support and nurture human excellence, human freedom, and human dignity is the assignment of free and responsible citizens.

But what is the particular assignment of the parent-teacher organization and its members? Will our assignments for the sixties differ radically from those of the past?

In two, perhaps in three, respects ours are continuing, unchanging assignments in a changing world. First, there is the making of assignments. No one imposes our tasks upon us. They are self-imposed. There is no carrot to lure us, no stick to prod us. No one punishes us if we lag behind or flunk. No one will give us a degree or a diploma for effort, for excellence, or for merely sitting out the sixties. Our only motivation—and it is a compelling one—is the deep desire to help children grow toward good and satisfying lives. From its beginning our organization chose to concentrate on children's homes and schools and on fostering home-school cooperation.

Another of our unchanging assignments in a changing world is education—education of the adults who are the parents and teachers of children. Aware that nothing is more dangerous than ignorance in action, our early leaders wrote into our Bylaws this basic policy: "The program of the National Congress shall be educational." The P.T.A. is an action organization as well as an educational one, but sound action is informed action. It is action based on accurate information. The first assignment we have imposed on ourselves, therefore, is education—self-education.

MORE THAN SCIENTISTS, MORE THAN POLITICIANS OR STATESMEN, parents and teachers influence the future, for they more than anyone else shape the human beings who are the future. Because our members are parents and teachers, P.T.A.'s more than any other organization have the obligation to help their members grow in the understandings that make them better parents and teachers. And these understandings are almost infinite. We need understanding of children—their growth, development, and needs. We need understanding of environmental influences. We need understanding of ourselves, our aspirations and values. We need understanding of human relations and of the politi-

cal, economic, and physical world in which children are growing up. We need understanding of the political and cultural heritage that we must transmit.

When I think of our educational assignment, the words of Robert Redfield come to my mind. "A person," he once said in a series of adult education lectures, "is something that it takes time to make. There is on everyone an invisible sign, 'Work in progress,' and the considered effort to get along with the work is education." In this time of rapid, explosive change we need to bear in mind Professor Redfield's words. Here indeed is justification for the P.T.A.'s assignment in adult and parent education. We need to be concerned not only with children's education but with our own. If we would be fit guides and mentors for children, we need continually to be in the process of becoming better human beings—intellectually, morally, spiritually.

WE NEED ALSO TO REMEMBER THAT, ALTHOUGH IT TAKES A long time, a lifetime, to make a person, every decade, every year counts. In ten years five-year-old Johnny will be fifteen. In ten years fifteen-year-old Janie will be the parent or the teacher of the new generation. We cannot wait ten years or five or one to reach out for the insights and information that will enable us to help John and Jane now. Work in progress means that work is going on here and now.

I should like, then, to propose as the watchword for the months ahead, "Work in Progress." Through exchanges of information and ideas, at P.T.A. meetings, institutes, and workshops, we shall increase our knowledge of how to keep children mentally healthy, physically fit, and morally sound as they grow "in the stressful present toward an unpredictable future." We shall be thinking creatively with other parents and teachers about using this knowledge to guide children more confidently and surely toward moral, physical, and intellectual excellence. From our learning and thinking will come courageous, intelligent, informed action to strengthen the homes and schools of our nation during the next decade. This is work in progress. It is also our assignment for the sixties. And if we succeed, the years ahead will be, in fact as in prophecy, "The Soaring Sixties."

Harold V. Parker

President, National Congress of Parents and Teachers

Are We SQUEEZING OUT



© H. Armstrong Roberts

"When I grow up . . ." The child who yearns for adulthood may look back, when he reaches maturity, on the shining years that slipped away so fast. Can we help him hold on to them a little longer—that the adulthood may be real rather than synthetic, the maturity natural and not forced?

A HUMAN BABY can learn to speak Bantu or English, French or Iroquois; to adjust to a world organized on the principles of higher mathematics! Man is born with the capacity to acquire any knowledge that his forefathers have gained. Thus each generation can devote its beginning years to learning what past generations took much longer to work out—and can go ahead from there. To absorb this knowledge man needs the long learning period of childhood and youth, and this long childhood is one of the main reasons why he has been able to advance so rapidly.

What a society does with this learning period is a decisive element in determining not only the level of its culture but its survival in a socially competitive world. How fast are its children to be made to grow up? Is the most precocious child to set the pace and all the rest to be spurred ahead because of this high standard? Or is the slowest to set the pace—as was

true among the Samoans, where all the children had to wait until the slowest had learned enough and where precocity was the greatest sin? Or is the standard to be set by the average—pulling all the more precocious children back and dragging the slowest along?

Do we have to be so unimaginative as to insist on any one of these three equally dull solutions? The question becomes particularly important when we look at adolescence. What are we doing with this period in which there is such a very wide spread in young people's readiness to use their bodies and their minds and their emotions in the same way that their age mates do?

The very phrase *age mate* becomes a kind of absurdity in junior high school, where tiny youngsters several years away from puberty are classified with well-developed girls who look almost ready to be the mothers of another generation. Some of these youngsters have scintillating intelligence and the bodies of children. Others are still childish in mind though mature in body. Yet all are pushed into a common mold, pushed ahead to match not the highest intellectual development but the most precocious physical development.

This means, among other things, that in our junior high schools the pace is set by the girls, as it has been ever since the children entered first grade. Little girls are more docile and more verbal than boys, more anxious to please, and because these are qualities that our schools reward, the girls appear to excel the boys. If the schools would place as high a value on some other qualities—originality, creativity, stubborn individuality of style, refusal merely to conform to please—the boys, recent investigations show, would come out better. Docility, verbal compliance, and the wish to please don't go very well with originality. So from the start our grade schools expect girls to set standards in schoolwork, standards of orderliness, accuracy, legibility in handwriting, and proper outlining, with a B following an A and a II following a I. The boys, for the most part, simply remove themselves from this world. They play games, think about cars, follow the major leagues. Meanwhile the girls forge ahead.

Adolescence?

Boy would avoid girl

Then comes junior high school, which accentuates the differences in each sex and between the sexes because it is limited to the years of greatest disparity in growth. By this time the girls are, on the average, two years ahead of the boys in their physical development. Some of them are already buxom young maidens who in an earlier period of history would have been betrothed or perhaps married. The boys, on the other hand, are not only further behind the girls than before but incredibly diverse in size and shape, from Tom Thumbs to those tall, thin creatures whom Australians call "a long drink of water." Or they may be inordinately fat.

Hardly any of the boys have a sufficient internal stirring of approaching manhood to turn them spontaneously in the direction of the girls. Girls appear to them as alien creatures—too big, too demanding, too sure. Left to themselves, the boys would pull the girls' pony tails or pelt them with snowballs, or ignore them altogether. Once in a while a boy might defend a smaller girl and thus begin to think about protecting his own and other boys' sisters, a habit which has almost disappeared in the United States. But most junior high school boys would have nothing to do with girls their own age.

Neither would the more mature junior high school girl be attracted by the reluctant, fumbling dance steps of her boy classmates. She would much prefer older boys, much older, even college "men."

In most human societies, unlike our own, this difference in pace is respected. Small boys and girls are not required to compete with each other in a school established essentially for girls, where girls get used to being ahead and boys to falling behind. The young adolescents of both sexes need time to learn, to grow, to get accustomed to their changing bodies and changing impulses, and to begin to become persons in their own right.

The more primitive the society, the shorter the learning period has been. The children of hunting peoples like the Eskimo or the Australian aborigines had to become expert in adult skills very early, and as soon as they were physically mature they married. But one of the first signs of an advancing civilization is the lengthened learning period of adolescence, which postpones the time of adult responsibility.

But this used to be true only of the privileged classes—children of the wealthy or the nobility or those special children of the poor who showed such outstanding ability that they were permitted a precious breathing spell for learning. The children of peasants and fishermen and poor people in cities were still permitted a very brief interval between childhood and adulthood. Sex and marriage came early for them, and once married they had no more time to develop or learn. Girls became mothers at fifteen and were old and tired at thirty, worn out by the cares of early motherhood.

In the United States today, however, the common man lives as kings once lived. More energy is available to cool his food than could once have been provided by a thousand slaves carrying blocks of snow from the mountains to cool the bath or the banquet of a monarch. The house of the common man has luxuries no ancient palace could afford—heating and lighting, foods from all over the earth, new and wonderful materials. In that house news of the world is brought to him, and from it messages are sent, both with astounding rapidity. Without leaving his own easy chair he has gained an extensive knowledge of what is going on in the world.

As we have produced these and other marvels of well-being for human life, we have thought also that we are giving our children something no children have ever had before. We offer them, combined, the onetime advantages of the highly privileged with the new possibilities of an industrialized country. Not only do we educate the children of the rich or the future elite, but everyone. First came elementary education for all, then high school education for all—a goal undreamed of two short centuries ago.

Children pay the price

But we are in serious danger of falling short of our ideal, however much we may appear to have reached it when we see the hordes of bright-faced youngsters pouring out of our impressively beautiful school buildings. For something is wrong. The symptoms have been enumerated too often to need more than mention here: the increase in juvenile delin-

An article in the 1960-61 study program on adolescence.

quency and crime, the number of young people whom we permanently stigmatize as failures, the waste of talent, low academic standards, the high drop-out rate. These are the obvious deficits of an educational system that has become too impersonal and too standardized to take account of the individual child whose first failure, if caught in time, need not lead to retardation, truancy, and delinquency.

Just as severe a price is being paid by the children who make high grades, have an admirable record in extracurricular affairs, and have good chances at higher education of many sorts. Along with their conformity to the school's demands goes conformity to another kind of demand, one begun in the junior high school—that they be adult beyond their years. Boys are expected to begin to go through the motions of courtship long before they are physically or emotionally ready for an interest in girls.

Once the sons of the privileged classes were left free, in these precious years, to study, read, play, experiment, climb mountains, fish, hunt, sail boats, explore the world of the mind and of the soul, dream dreams, pledge themselves to impossible causes, and dedicate their lives to great deeds. Now that we are all, in a material way, so privileged, we have failed our young people. At a time when their minds are attuned to aspiration and achievement we have not given them a chance either to aspire or to achieve. For the stimulating and exciting challenge of friendship with members of their own sex, we have substituted "going steady." Mothers report that this makes the boy "much more serious about his work," not recognizing that such seriousness, though it leads to good grades, early career choice, and early adulthood, cuts the boy off from the searching, exploring, and experimenting which will some day result in real maturity.

From first grade on we have trapped our boys in a female-modeled environment, in which the kind of lessons girls do well are the kind of lessons everybody does. Later we insist on keeping children of the same age together, which means that the more mature girl dominates the scene. Both boys and girls, therefore, are denied a real adolescence and forced instead into premature adult activity. Rich and privileged as no nation has ever been, do we have any reason to push our children into such premature adulthood, as if they lived in a country where the majority of the people still do not know where tomorrow's meal will come from?

This sorry situation has come upon us gradually, as high schools broadened after World War I to include all sorts of children, many of whom would not go to college, and as the separation of children by age became more and more rigorous. The junior high school seemed a good idea—a way of introducing young people by degrees to the different structure of high school. But it was invented without due

regard to what we already knew about the tremendous discrepancy between boys and girls of junior high school age. Nor have we reckoned with the ever growing pressure toward precocity, toward becoming adult before one really became adolescent. Long pants and lipstick and nail polish and dating have crept down into the grades, and social, not intellectual, preparation is emphasized in the junior high school.

The fruits of all this are bitter: lowered educational standards, a world that is much harder for boys than for girls (although it is from our boys that most of our scientists and leaders will come), short-circuited careers, low levels of aspiration, the tremendous hostility of men toward women, and the uneasy contempt of women for men.

What chance of change?

None of it can be changed overnight. But there are things that every responsible community can do. First, it should urge a different kind of emphasis in elementary school, so that the special abilities of boys will be recognized more and their greater waywardness and variability penalized less. Second, there should be a determined effort to reduce social activities at the junior high school level, to encourage solitary pastimes, and to promote separate activities for boys and girls (all of which are discouraged today by parents and teachers alike). Third, adolescent social affairs should cut across high school and college lines. Then maturing girls can meet older boys who are ready, physically and emotionally, for the pressures of dating. Fourth, there should be a serious exploration of the advantages of growing up slowly. The long days of adolescence will never return—those days in which both boys and girls have their last leisure to search their souls and to try, without commitment, the many possible roles they may take in the world.

We complain today that our young adults are narrow, selfishly interested only in the security of their own families, without horizons and without dedication, although they are good, hard-working husbands and wives, fathers and mothers. One explanation is that we turn them into potential husbands and fathers, wives and mothers far too soon. We stunt their moral and intellectual growth as it was once stunted by the narrowness of a primitive culture or the narrow horizons of poverty. But for us there is no such excuse.

Margaret Mead, anthropologist, author, and lecturer, is a distinguished contributor to the life and thought of twentieth-century America. She is associate curator of ethnology at the American Museum of Natural History. Her many published works include the famous Coming of Age in Samoa and Male and Female.

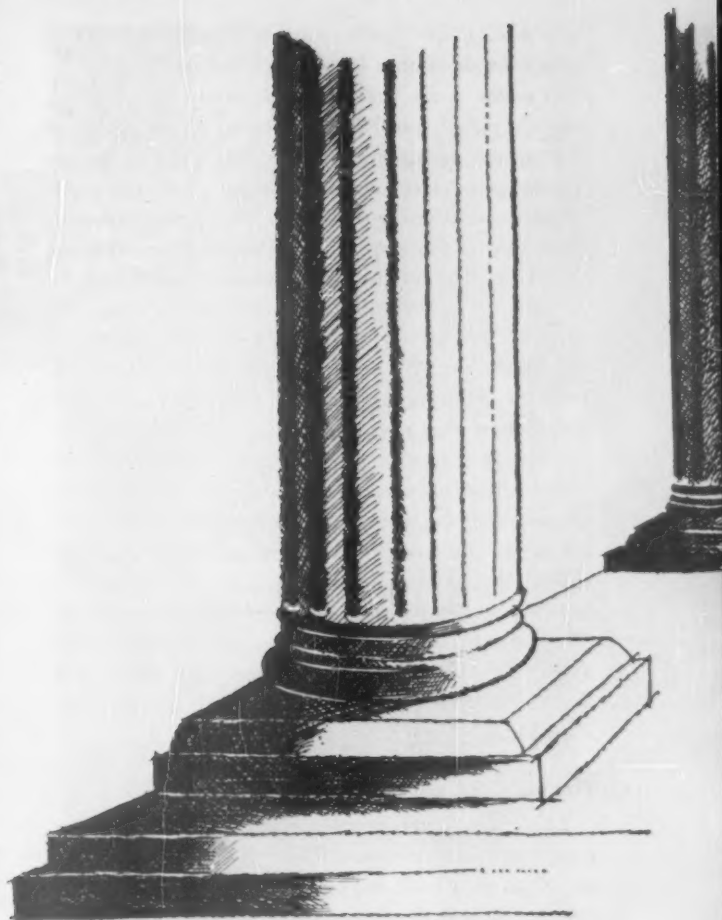
Excellence for What?

CHARLES W. FERGUSON

EXPERIENCE TEACHES ONE to be wary of the writer who opens an article or an address with an anecdote. Of course the anecdotal lead can be used to good effect by a skilled craftsman, but in general it suggests to me that the writer or speaker is afraid I won't be interested and he must hook me with some clever contraption.

Even so, an incident occurred the other night that suddenly lent order to a good many random meditations I have had and enjoyed on the theme of this article, "Excellence for What?" I was lecturing to an adult audience on the use of language, suggesting how the skills of the professional could be studied and applied by persons who have writing chores to do all the time. After the lecture a father came up to me for advice about his son. I think now that the question he raised posed perfectly the whole problem of the relative emphasis which should be placed on character and talent in our system of public education.

It seems that the son was a writer, a serious writer. He was likely to fly off into abstractions—kind of take



off into space with prose. How, the father asked, could he be made to stick to earth and shown the necessity of being practical? The matter was made still worse by the fact that the boy would not allow his stuff to be edited. As a result of his intransigence he had been removed from the staff of the high school paper, not being willing to let even the faculty adviser lay hands on his copy.

A word to the unwise

The advice I gave the father was impulsive. But I have thought long and hard about the incident since and have come to think that my snap judgment was not very wide of the mark. I would like to meet that boy. The father obviously and pardonably wanted his son to be a success in a competitive society. He wanted him to fit the mold, to behave the way people do in the big outside world. The boy, it seemed to me, had more important things on his mind, however tactless he might be in dealing with authority. He had certainly the makings of that quality known as integrity, a word that means whole-

ness and, more significantly in its derivation, suggests something that is *not to be touched*.

It seems to me that integrity should be respected, nay cherished, and that it is one of the priceless intangibles which must not be lost sight of in our encouragement of talent. We seem to be on a sort of national talent hunt today. The feeling prevails that our schools (forming though they do the world's oldest and largest experiment in mass education) are not challenging students to their full capacity. We are trying to find more and more ways by which the bright can be polished and made brighter. The words we use, such as *merit* and *excellence*, show that we want to draw out and set apart the best in academic aptitude and performance.

Doubtless this movement has its value, but it must not suddenly become the sole aim of education—even for practical reasons. The present preoccupation with scholarship makes me think of what a president of Yale once said to a president of the University of Virginia: "Always find some way of admitting the average student. The bright ones will come back and teach. The average will come back and give you a building."

The valor of universal schooling

There is a magnificent audacity about American public school education which is obscured by the fact that we are all too close to the system to see it and we have little to compare it with. The notion that everybody may and can become educated to a degree is a startling new notion in the history of the human race. And in America it is carried out better than, say, in Great Britain. There a child is examined early, his measure is taken, and he is doomed to a certain stream of instruction the rest of his school days. When our system is seen in the light of the British, its nature is better understood and so are its problems. The brightest British may be brighter in certain competitive areas, but the great mass of our children have access to opportunities limited only by their own interests.

But I think that in our present concern with singling out the singular and pushing all students to their full capacities, care should be used lest we overlook another essential of education and neglect to emphasize qualities of character that count in the individual.

Indeed the brighter the student, the more he needs the nurture of school and home and church if he is to become more than a smart aleck. I doubt that the record of education holds any instance of articulate academic ability to compare with that of a young

Englishman who bore the name of Thomas Wolsey.

So mentally agile was this Ipswich lad that he was able as a puling student to hold disputations in Latin with his elders at Magdalen College, Oxford, and under the most rigid examination to receive his degree at the remarkable age of thirteen. Known as the "boy bachelor," he had talent with a vengeance, and it led him to the heights. In due course he became a cardinal, and as Lord Chancellor he virtually ruled England in the name of Henry VIII. He turned his scholastic ability to good account and excelled not only his fellow students but most of his contemporaries.

Greatness without goodness

Yet a study of Wolsey's life shows that not until the very end of it did an ideal govern his conduct. God got only the last minute. One cannot read history without speculating on what might have happened if he had had more character and less ability. By the same token, one wonders how many bright little Woleys are being cheered on today by elders who are impressed by their marks and blind to their lack of character and citizenship.

H. N. Brailsford once remarked that history doesn't repeat itself; it always does something worse. In our day of technical knowledge and concentrated power, the brilliant, overtrained, irresponsible mind can cause far more commotion than in Wolsey's day. Today the pressures are all for competitive achievement, and not a few of these pressures come from parents who worship what William James called the "bitch-goddess of success" and want a larger measure of success for their children than they have had for themselves.

Nor will these pressures abate. Rather, they will increase. And this fact makes it all the more imperative that we heed the warning and encourage the simple virtues without which both individuals and societies perish. At a minimum we should note, mark, and respect integrity in its earliest forms. We might well consider that courtesy is as important as chemistry, that conviction will stand us ultimately in better stead than an A average, and that above all a feeling of concern and responsibility for an imperiled society is to be chosen rather than great riches. With all our talk about honor rolls and honors, let us not overlook honor itself.

Renowned author, hard-working editor, and brilliant lecturer, Charles Ferguson exemplifies a combination of character and ability worthy of young people's admiration and emulation.

What
Price

Parent-Pals!

A. D. BUCHMUELLER

THE PARENTS at the P.T.A. meeting were engaged in an increasingly animated discussion about what makes a good father. One mother stated emphatically that she believed most troubles with children today come from the fact that fathers don't take enough interest in them or spend enough time with them. Fathers, she said, should be pals to their children, especially their sons. A surge of voices and rows of nodding heads, mostly those of mothers, showed that there was considerable agreement with this opinion.

Then a moment of silence was broken by a resonant male voice raised in opposition. This father let it be known that he didn't care what the mothers thought. He wasn't going to be a pal to his youngster. Children, he insisted, need a strong hand to hold them in line. They need to know that their parents are the authority and that Dad is the head of the family.

Similar discussions take place wherever parents get together to talk over their mutual concerns. Perhaps you have participated in such discussions, and come away feeling more confused than before about your role as parent. Possibly too you have gained a clearer understanding of that role as a result of exchanging experiences and ideas.

A good deal has been written and said in recent years on the question of parents' trying to be pals to their children. Those who think they should, believe that the ideal father plays ball with his son and takes time to engage in a variety of other activities on the child's level. Many mothers, sharing that belief, strive to be pals to their daughters, often putting themselves on the same emotional level while doing so. Some of these parents have a sincere desire to



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understand the child's emotional and social needs, so as to give him the kind of help they feel is best for him. Others are motivated by different reasons, many of which they themselves are unaware of.

Every parent, if he is to clarify the sometimes confusing problem of what role to play with his children, needs to answer for himself such questions as these: What do we parents mean by the term *parent-pal*? What meaning does the youngster attach to it? What are the values we assume from such a relationship? What are some of the dangers?

First of all, we should remind ourselves that children need warm, loving, healthy relationships with their parents, through which they experience affec-

A pal is a good thing to have. So is a parent. Can you be both to your child? And does he want you to?

tion and security and also learn discipline and control. We must remember, too, that as each child grows and changes, physically, psychologically, and socially, so also does the nature of his relationships change. Does it seem trite to make these statements? Perhaps, but don't we often, at certain times in our children's lives, lose sight of the obvious because of our own inner concern?

Let's take a look at some of the important phases in a youngster's life, to see the kinds of relationships that develop in each phase and how the parent-pal idea fits into these.

We know from psychological research and from observation that periodically during their growing years children need to identify themselves with adults who are important to them. By the time a child is four to six years of age he has become strongly interested in people. He is enthusiastic about the people he loves and the things they do. He wants to feel like them and to do the same things.

Man and boy

All of us have seen little boys playing at driving cars, being cowboys, blasting off in space rockets, and doing other things that stimulate their imaginations. We look upon this either as good, wholesome play or as a lot of unnecessary racket, depending on the state of our nerves at the time. Actually, in his own childish, imaginative way, the youngster is imitating adults. A boy who plays at building tall skyscrapers or going to the office is being like Dad. He is becoming increasingly aware that he is a boy and that his destiny is to be a man. When he feels his father really loves him for his own sake and when his father is able to give the youngster a love that calls forth respect and admiration, the child is able to accept wholeheartedly the idea of becoming a man.

There are many demands on Dad at this time. He must listen to the boy's accounts of the events of his day, answer the never ending flow of questions, read to him, tell him something about the interesting experiences one has in the world outside the home, romp, play games, go on excursions. Yet all these help to provide the basis for a meaningful father-son relationship.

This sounds very much as if Dad were being a pal to his son, doesn't it? Perhaps so, but the underlying value of such shared activities depends on the feelings and attitudes of both father and son, especially father. Let me give two examples:

Mr. Arnold had been told by his wife that he should do more with his son Tommy, be more of a pal to him. Mr. Arnold listened to his wife's lecture and resolved to follow her advice. Next evening after work he insisted that he and Tommy play catch. But after a few minutes of tossing the ball back and forth Tommy saw some friends down the block and dashed off to play with them—much to Dad's relief.

Another father, Mr. Brown, recently told some friends about a fishing trip he had taken with his nine-year-old son. "We didn't catch many fish," he admitted, "but that wasn't very important. For several wonderful days we had fun together. Most important of all, we had a chance to get to know each other better, my son and I."

The differences in the two experiences are significant. Fathers can be parent-pals to their children when the phrase means sharing experiences that both enjoy. They needn't limit themselves to games or sports. Youngsters can help their fathers clean the yard or paint or repair things around the home, not only learning certain skills but also discovering what being a man, being a father, is like. Indeed the sharing may not involve any physical activity at all, for a close bond may develop simply from talking things over together, even when the youngster is quite young.

Little women

Girls too, at an early age, need to enjoy being girls and look forward to being women. The little girl who has a close, affectionate relationship with her mother will have a feeling of her own worth and freedom to develop. She will have fun bathing, dressing, and cuddling her doll and keeping house. Not only is she using her imagination in healthy play, but also she is tasting the joy of being like her mother. Imitative behavior of this kind, stimulated and shared by her mother, allows her to identify herself with the parent she loves and thus lay the groundwork for a satisfying life as a grown woman.

An article in the 1960-61 study program on the school-age child.

Many mothers find a great deal of satisfaction in playing with their little girls at this stage, in being pals with them. They may, in fact, overdo it. That is why it is well for us parents to understand what motives underlie our desire to be pals with our children. Do we see them primarily as extensions of ourselves? Are we attempting to relive our own childhood through our son or daughter?

Take George's father, who habitually gets two box-seat tickets for baseball games or buys George the best baseball gloves because he himself was a good ball player and wants his son to love the game as he does. This is the father who becomes upset when he feels that his son is drawing away from him and engaging in activities of his own choice with boys of his own age.

Then there is Susan's mother. She used to take tremendous delight in picking out party dresses for her and pushing her into social activities. Whenever Susan came home from a date, Mother was there waiting to "hear all about it." Since she herself had not had many dates as a teen-ager, she was obtaining vicarious pleasure from Susan's social life. When Susan, in her later teen years, became less interested in sharing these confidences with her mother and gradually withdrew altogether, the mother was heartbroken. She was being shut out. Her daughter no longer wanted her as a pal.

Disappointment and ill feeling are inevitable when parent-child relations are based on the needs of parents rather than on those of the child. Moreover, such relations put formidable blocks in the way of children's development.

As the child grows through the pre-teen and early teen years, he feels a need to separate himself from his childhood and from his parents. He strives to do more things in his own way. He wants to be accepted by adults in a forthright, nonpatronizing way—not as an equal, for he knows that would be unrealistic, but as a person and an adult-to-be.

Other grownups as well as children his own age begin to take on greater meaning for him. He may feel closer to a special teacher, a camp counselor, a coach, or a screen idol than to his parents. Fathers and mothers are often hurt at this attachment to other adults, especially when they have tried hard to be pals with their children. They fail to realize that this temporary turning-away is a part of healthy growth. And if, because of their own need for fulfillment, they react negatively, they may actually do great harm to their children.

Over and over again we find that children, even as they reject their parents, still want and seek their love, protection, and control. Often this feeling is expressed only indirectly and wordlessly, and tremendous conflict is usually involved—for parents and children both. Here again patience, understanding, courage, and strength are needed if parents are to

help their children deal with the conflict. Whether pal-ship, in the popular conception of the term, can exist at such a point is questionable.

How about relations between mother and son, father and daughter? We are all familiar with the mother who wants a son to be her "little boy" even when he is a grown man. Or the father who is always asking his daughter, "You're Daddy's girl, aren't you?" Both unwittingly reveal an attitude that is distinctly unhealthy. But when, throughout all the changes of childhood and adolescence, parents offer intimate friendship, genuine affection, freedom of expression, support, and controls, then the children will create a desirable image of the kind of mate they value and wish to marry.

Pals may pall

At times children enjoy having their parents consider them pals. (The very word implies closeness and elevation of status—sometimes a false one!) When a child doesn't, it is because pal-ship is too confusing and because he needs something more.

What is this something more? It may be the opportunity to grow toward independence. Or perhaps his parents need to set limits on his behavior, in order to protect him against inner impulses with which he cannot cope and against dangers from the outside world. Maybe he needs guidance that will enable him to develop his own inner controls and self-direction, his own conscience and set of values. Every child needs parents with maturity, who can stimulate his imagination, initiative, and creative thought and action, who can help him build a sense of trust in himself and others. He needs to feel that Mom and Dad are on the side of his growing-up self.

Often, incidentally, we fail to remember that a father and mother have a relationship of their own exclusive of their children—that of husband and wife. When they are relatively secure, well adjusted, happy, and satisfied together, the chances are good that they will develop a variety of healthy relationships with their children.

Being a parent while also being a pal is a delicate undertaking that demands much insight and sensitivity. The price of failure runs high, and we may find that we have neither our children's friendship nor their respect. There are, of course, no ideal children, parents, or relationships. Parents stand between the child and the world, interpreting it to him in the light of their own experiences, helping him increasingly to deal well with it himself. How this is done—and done effectively—depends on each individual family and its unique solutions.

A. D. Buchmueller is well and widely known for his contributions to the field of parent education. He is the executive director of the Child Study Association of America.

EDUCATION

Homework for Adults

BONARO W. OVERSTREET

IN OUR SOCIETY adult learning has to be a voluntary kind of learning, and the urge to learn more has to come out of our own sense of responsibility, our belief that the grown-up inhabitants of a changing world are not safe to have at large if they do not keep on learning. And as my text in this discussion of adult learning, I take these words of Norman Cousins, editor of the *Saturday Review*: "There can be no more important education today than education for personal effectiveness and a sense of connection with big events." A *sense of connection with big events* . . . What are big events, the really big ones, not merely the spectacular?

We know that it is simply an enormous event, in spiritual terms, when a human being is born. It's an enormous event when two people who have been lost in misunderstanding discover that they like each other, after all. It's an enormous event when two or three are gathered together, in a community or anywhere, to affirm shared values. But I am thinking of big events in a more stereotyped way—the events of this challenging world into which our children and young people are growing and of which a great many of them are afraid.

Much of their uneasiness comes from the fact that they don't know what they are growing toward, and they don't think we do either. They are right, of course. We don't. But because the world is ambiguous and because our children are full of anxiety, we adults have the task of *enacting adulthood*, so as to make them feel that adulthood is a good state toward which to grow.

How can we—as individuals, in our families, our P.T.A.'s, our communities—make it seem to young people that coping with the problems of this intricate world is a fine thing, an adventurous thing, a decent thing? Coping with them, I say, not solving them. In the process of living you tackle many problems. Some

with Insight

Here's a chance to listen in on a lively symposium that took place at the annual convention in Philadelphia. First we hear from Bonaro W. Overstreet, author and adult educator, whose warm voice we've heard in many a moving essay in the *National Parent-Teacher*. The next voice is that of Harry D. Gellense, president of Brooklyn College, who challenges excessive local control in education. And our last speaker is Benjamin C. Willis, general superintendent of the public schools of Chicago, who answers the question, "What is good schooling made of?"

you solve; some you solve partially. And some you learn to live with because you don't know what else to do about them.

There are four types of voluntary learning on the part of adults that I believe could be of tremendous help to our children and young people. First, I think every one of us has an obligation to his value system, to his country, to the free world, and to his children to know more about the nature of Communism than he picks up piecemeal from the daily headlines. Communism is a system about which there is a body of solid facts. Its basic beliefs and what Lenin called the "science of conspiracy" are documented as few systems on earth have been. If we are not to be in a constant state of quasi hysteria or continuously evading issues or just living in the incidentality of the daily news, we owe it to ourselves to sit down and learn what Communism is. For what Communism is determines what our adversary does in this war that may be called "peaceful coexistence" (never was anything so oddly phrased) but that will, by all present evidences, outlast our lifetime.

A second type of learning is a happier kind, but here too we are grossly ignorant. Our children are spontaneously, impulsively interested in another sort of revolution. All over the world nations are trying to move forward and our young people's hearts go out to them. Thus we owe it to ourselves, the free world,

and Foresight

Dr. Paul J. Misner, symposium moderator and chairman of the National Congress Committee on School Education, sits at the far left. On Mrs. Overstreet's left are Dr. Gideonse and Dr. Willis.



and our children to learn about the effort of underdeveloped countries to move forward. We need to learn enough so that we can talk knowledgeably, basing our concern not just on emotion but on the fact that as nations progress, certain things have to take place inside them as well as between them and more advanced countries. And this can be a fascinating adventure. Last year my husband and I spent a number of months in Asia, joyously getting the feel of countries on the move—and also tremors within our souls at the thought of how much can go wrong!

The third type of learning I can only call a new kind of civics. Few of us realize that our government is having to cope with problems for which nobody has solutions. It is having to learn how to allocate its resources where legitimate demands outrun the possibilities of meeting them. It is having to learn how to re-link itself in new ways to the other countries of the free world and to the neutral countries. It is having to learn how to handle the continuously ambiguous situation maneuvered into being by the Communists. And we, for our part, owe it to ourselves to try to learn, and help our children understand, the problems a free government faces at a time when nobody has the answers.

As for the fourth type of learning, each of us, I think, has an obligation to be more than a fumbling amateur with respect to some one problem connected with our society's forward movement toward its permanent goals, its enduring values. For our self-respect and for the strengthening of our culture I would ask that each of us—in the area of public welfare, common welfare—learn about some one phase of whatever needs to be done. Our interests may be in the problems of young people or old people, of conservation, housing, city planning, traffic. There are multitudes of problems, but let us try to be expert in one. Then our children will know from us—not by what we tell them but by what we do—that it is not beyond the capacity of the human being to be an effective citizen of a free society.

A Past That Never Was

HARRY D. GIDEONSE

WHAT AMERICAN ADULTS
NEED more than anything
else, in meeting the chal-

lenge of the problems they now face, is a deeper understanding of the basic philosophical truths on which their own system is based. I know Americans pride themselves on being practical and having little to do with philosophy. Yet our weakness in world affairs and in coping with the reflection of world affairs at home is that we are not aware of the need for a comprehensive philosophy of our free society. We have no yardsticks with which to determine what comes first, what second, and what third, and what shouldn't come at all. Everything competes equally with everything else. The result is chaos and a waste of national resources, both human and material.

Our national weaknesses are very real, but unlike educational weaknesses they can be remedied in short order by crash programs, if we can find the will and the purpose to impose discipline on ourselves. But it is crucial to recognize that our weaknesses, both in education and elsewhere, have not come about only because of the strength of the Russians and their associates. They are inherent in our pattern of values.

In our schools and colleges our weaknesses are educational weaknesses merely in a superficial sense. A country's educational values are derived from its value pattern as a whole. American schools cannot be better than America itself. Plato knew this long ago when he said that nothing is cultivated in a society except what is honored in that society. If we are today deficient in the achievement of intellectual standards of the highest order—in mathematics, science, foreign languages, or philosophy—let us ask whether adult America honors such achievement.

If it does, our educational institutions will reflect these educational values. If it does not, our schools will continue to buck the tide with indifferent success, irrespective of budgets or manpower. They will

continue to reflect the values of adult American life. In this basic sense the remedy for our deficiencies in intellectual achievement is not to be sought only in education but rather in our entire culture.

How often do we hear, as we discuss problems of an educational type, "Now when I was young . . ." And then comes a good speech on what one should do about them in terms of a romantic past that never was. We are not dealing with a past that never was but with a present that *is*, even if some people are trying very hard not to see it. In American education we are not dealing with people who once were young but with boys and girls who are young now. We are dealing with educational influences on those young people that are much wider than the school.

Much more than in the past, education goes on not just in the classroom but in the American culture as a whole. It goes on in competitive advertising, in the press and magazines. It goes on in television and radio, even in those sadistic and violent dramatic sketches for six- and eight-year-olds, all designed to create a materialistic discontent with what now is and what we now have. One can admire a commercial, competitive society for its impact on productivity and material standards of living yet believe that competitive and market controls may be a poor test of cultural achievement and educational standards.

We can readily see, then, that we cannot safely indulge in a nostalgic reliance on the achievements of the past. Yet there is one element of the past that we in America rely on as does no other people on earth—the so-called sacred American tradition of local control in education. I would challenge this attitude. The greatest weakness in American education today is too much decentralization. It is responsible for much of the absence of educational standards. We know that there are colleges in the United States that do not teach their students as much as do high schools in other states and communities. We know that more than a third of our American high schools do not even teach a foreign language, not to mention math. We know that there is a woeful discrepancy between what is being done in one area of the country and what is being done in the others. There is, therefore, a deplorable waste in brain-power potential.

Much of this is rooted in a sacred tradition that makes for excessive local control. It is rooted in the legal power of a local school board to decide to spend money on a basketball coach rather than on a math teacher. And it is complete, unqualified, historical bosh to refer to the opposite of a system of exaggerated reliance on local control as collectivism.

For a hundred and fifty years we have had in the United States federal research, inspection, and guidance of farms. This has been deeply embedded in our tradition, from the time when we set up the laws that divided the land for the farmers to settle on, through

the farm colleges and the agricultural experiment stations, through federally staffed and financed 4-H programs, and so on. After a century and a half no one has called our farm program collectivist. It is a well-established part of the most deeply cherished, patriotic American way of handling farm problems. The only thing that's missing is a transfer of the same kind of good sense and the same proportion of time, talent, and money to the much more important urban problems we have today.

We must deal with the present in terms of the present. The boys and girls who are now enrolled in our schools and colleges are, if the Lord is merciful and the life-expectancy tables retain their validity, going to live well on into the twenty-first century. They will live under conditions of rapid social and economic transition. And the speed of that transition is going to intensify unless we again take control of ourselves through the one educational agency subject to social control—formal education.

Season of Light and Darkness

BENJAMIN C. WILLIS

SOMETIMES as I ride down
Chicago's Outer Drive to
the office in the morning

and back in the afternoon, I listen to the world news
on the radio. And as I listen I often think of the
opening paragraph of *A Tale of Two Cities*:

It was the best of times; it was the worst of times. It was the age of wisdom; it was the age of foolishness. It was the epoch of belief; it was the epoch of incredulity. It was the season of light; it was the season of darkness. It was the spring of hope; it was the winter of despair. We had everything before us; we had nothing before us. We were all going direct to heaven; we were all going direct the other way. In short, the period was so far like the present period that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

This timeless passage reminds us of the perpetuity of both concern and confidence, of mankind's continuous sense of destiny, making us one with our forebears, our fellow men, our children. This is our season of light, our season of darkness; our spring of hope, our winter of despair. Whether we have everything before us or nothing before us depends on whether our collective purpose is equal to our collective concern, and our individual wisdom equal to the demands made upon each of us.

As we regard the extraordinary prospects of the next fifty years we must conclude that public education should be a preeminent concern of the sixties. The young people entering high school this year at ages twelve, thirteen, and fourteen will be fifty-four or so in the year 2000. Their children may then have

a life expectancy of one hundred years. So we had better get on with the job of education, acting within the framework of our concept of the future and our pledges from the past, as expressed in our great documents—the Declaration of Independence, the Constitution, the Bill of Rights.

When we apply the idea of unalienable rights to education we think of providing, at public expense, these items: equal educational opportunity for all children; individual attention to all children; and as much appropriate education for each child as he can profitably absorb. Moreover, we must respect the right of students and their parents to make decisions regarding the educational direction of each youth in secondary school. All these propositions require at every school level sufficient variation in curriculum materials and class organization to give every student an equal chance.

Our specific educational concerns can be grouped in two categories: the program of education and the implementing of the program. When we say *program of education* we think of it as including all the content taught, special services rendered, and extra-curricular activities offered. It covers everything from arithmetic to swimming, from cumulative records to career conferences.

A good program of education at the elementary level will provide ways of identifying each child's strengths and weaknesses, so the content can be suitably presented. It will identify problems detrimental to learning, such as health problems or learning disabilities. Having identified these, the school will organize its program to cope with them. This may mean classes for slower learning pupils in one room and for the gifted in another. It may mean referral to medical clinics, or conferences with specialists.

At the high school level the content will be diversified much further than in the elementary grades. The obligation to identify individual characteristics, to judge appropriate class placement, to help in the solution of problems and in the planning and taking of next steps requires guidance programs and other pupil personnel services.

A second concern within the program of education pertains to the education of girls, especially their guidance in regard to career choice. Our high schools generally ignore the fact that most young women will pursue a dual career for many years of their lives. They will marry and rear families, but they will also shuttle in and out of the labor market.

A third concern is to find ways of releasing the extraordinary creativity of our most gifted young people. We lull ourselves if we believe that homogeneous grouping solves this problem, although it helps tremendously. There is no real homogeneity. A genius can be as lost among the bright as among the average.

Now for the second major category, the implement-

ing of the program. Our first problem here pertains to finding a sufficiently large staff of able teachers. Competence and adequacy of numbers are both important. When the community regards education as a status profession and treats it as such, this problem will diminish, but it will never disappear.

Means will have to be found, moreover, to remunerate the exceptional teacher to the same extent that business rewards exceptionally able managers. Some substitute must be found for stock bonuses. Once such a level of reward is established, and honor is paid teachers in like amount, communities can raise their demands for preparation and effort. Education, of course, should draw from the same pool of talent that other professions draw from, but one problem will remain—sheer numbers.

Just as business and the professions have sought to solve this problem, I foresee that education will also find new patterns of organization to make better use of its manpower—teaching some subjects by television, for instance; others by machines; still others by teams.

Closely related to the matter of staffing and provisioning our schools is fiscal policy. In fairness to all phases of governmental responsibility and civic liability, we should review our entire tax structure. The level of educational opportunity in one community affects the progress of all others.

Next comes our need for a basic educational policy, a concern that is fundamental to all the others. It is notable indeed that our country has no official national policy on education to which its schools are expected to conform. This means that while there is no minimum floor imposed on all communities, neither is there a standard ceiling.

Our country, founded upon a belief in individual worth, responsibility, and autonomy, has always managed its affairs on a free enterprise system. Within any profession, business, or industry there has always been room and incentive for higher standards and nobler motivations. So it is in education today. The professionals in education have the wit and wisdom, given encouragement and public confidence, to outline ways of improving performance.

Public education is a means of acting out our concern for all children and so for posterity. But public education can be narrowly or broadly conceived; it can be generously or niggardly supported. If I were asked to name one single enveloping concern for the decade ahead, it would be for our own vision. We must have the eye to see, the heart to create, and the hand to execute a grand stratagem of education, not only for our children but for all children. Whatever their background or belief or talent, they are our children—all of them. They are our future and our present concern. It is they who will some day pass judgment on our purpose and our vision.

What Kind of Parent Are You?



MARIA W. PIERS

"THE TROUBLE is that Mary Lee simply won't go to bed until her daddy comes home—no matter how late. It drives me mad! Every other night, those big scenes. I don't know what to do any more with that little imp. And she's only three. What will she be like when she grows up? And to think that I used to be the girl who was determined to be such a wonderful mother, always patient and kind, never to raise my voice. . . . It's laughable. Just look at me now. All I do is nag, nag, nag."

This sad tirade, delivered by a young mother to her daughter's nursery school teacher, illustrates a universal truth: All good resolutions notwithstanding, giving birth to a child does not make angels out of women; nor, for that matter, does fatherhood make men perfect.

But many of us feel that it ought to be so. In recent years, through the strides child psychology has made, undoubtedly we have come closer to realizing the time-honored though futile dream of becoming perfect parents. If we could really familiarize ourselves thoroughly with all the latest findings—so we tell ourselves—if we would faithfully attend all the child study groups, read all the books, magazines, and pamphlets on child development, we should be able to solve all the problems of child rearing. We ought to be able to bring up our boys and girls without a trace of anger, fear, or doubt—on their part or on ours. Or so we think.

Imperfection guaranteed

Reality, alas, is very different, and for at least three good reasons. Number one, *the parents*. They are only human. Even the best intentioned parent has been known to get tired or cross after a strenuous day in the office or in the house. Number two, *the child*. Even the best adjusted child does not adapt to this world without an occasional battle or without an occasional bout of measles, jealousy, tears, or rage. Number three, and most important, *the science of psychology*. It will not solve all problems. (Not that it ever promised to do so, any more than dentistry vowed to free mankind from all toothaches forever or pharmacology to provide us with a cure-all for our ills.)

Yet psychology does have invaluable gifts to offer us. One is an increased understanding of human growth and its concomitant conflicts. Another is a greater ability to appraise our strength and our children's strength.

For parents, a word of cheer: If in addition to worrying about your children's behavior you are feeling deep concern about your own toward him, it may be that you are all wrong—and therefore all right! It's a matter of the standards you set, the code you follow. Perhaps you've hitched your wagon to a star too remote for even space-age exploration.

Armed with these gifts, we see our children's behavior in the proper light, also our own feelings and actions in relation to children. Perfection? Let's not even aim at it. That inflated self-image is likely to be punctured and thus become utterly useless. Let us instead measure ourselves against a more practical, down-to-earth image, the solid figure of an honest parent who tries to understand and who, to the best of his ability, helps his youngsters to grow up.

Preschool children have a way of confronting us with this image. More than the grade-schooler (who becomes increasingly unemotional) or the teen-ager (who detaches himself more and more from home), the three- and four-year-old will seem to be testing us in a number of specific situations, as though he were saying, "Just what kind of parent are you really? Can you solve this problem? Do you measure up to that one? Come on, drop your pretenses. Let's see how good you are, or how bad."

Here, then, are, a few of the standardized tests invented by preschoolers, tried out and proved valid on a nation-wide scale.

Test I. Pinching the baby

"I have told Timmy time and again not to pinch his brother," complains the mother of a three-year-old and a two-year-old. "I have spanked him. I have sent him to bed without supper. I have talked to him kindly. Nothing seems to help. And yet we try so hard. We live for those kids. We take them for a ride every Sunday. We've bought them tricycles, play with them, and read to them."

We know that Timmy is jealous, as are all the other little Timmys the world over. He feels, of course wrongly, that his mother doesn't love him any more. He sees, correctly, that she has much less time for him since the arrival of the newcomer. What he wants most in this world is the sole possession of his mother and dad, unencumbered by a little brother whom he didn't ask for in the first place. What is his mother to do?

There is no ideal solution. If she were "perfect"—from Timmy's point of view—she might offer to take the baby back to the hospital. But she is only human.

Still, she has to deal with the situation. She has the resources of psychology at her disposal. She understands that her older boy is not basically mean but feels displaced in her love. She realizes she must protect the younger one, and she knows that a measure of jealousy is to be expected in human beings big or small, especially small.

There are, therefore, many ways to pass this test. A mother may lend a sympathetic ear to an older child's outrageous proposal to "throw the baby into the garbage can," but she has to make it clear that she would never consider this in earnest. "No, you may not even pinch him."

A mother cannot split herself in two so that each child has a piece all for himself, but at bedtime she can give each little boy a chance to visit with her, and with her alone. Five minutes of Mother Alone are generally worth hours and hours of even the most delightful projects in which one must perforce have Mother Shared.

A father or a mother can sweeten the renunciations that accompany a new baby by giving the older one a taste of being one with the big people. "You may stay up a little longer" or "You may have dinner with Mom and Dad from now on because you are our big boy"—remarks like these help.

This test one may check off as passed if, three years later, the brothers fight occasionally but are also loyal to each other, if they begin to respect each other's possessions and cover up for each other's mischief. Here are indications that their mother and father have come reasonably close to the ideal image of parents, being honest and well intentioned.

Test II. "I'll marry my daddy"

"Why do I always have to go to bed at seven o'clock?" asks four-year-old Judy. "You just wait, Mommy. When I'm a big lady, I'll tuck you in at seven and I'll put on lipstick, and I'll go to the movies with my daddy. You just wait. . . . I'm gonna marry my daddy."

It seems that jealousy is not limited to brothers and sisters. Most little girls during their preschool years go through a phase of acute jealousy of their mothers, while boys feel similarly toward their dads. With this goes a strong liking, bordering on infatuation, for the parent of the opposite sex. "I'll marry my daddy" is one of those remarks that strangers find cute and mothers find exasperating. For, once again, there is no perfect reply—no statement, no answer that will not engender disappointment and anger.

If Mother should venture to say sweetly, "Go right

An article in the 1960-61 program
on the preschool child.

ahead, darling," she would obviously be expressing herself untruthfully. If, on the other hand, she were to get angry or show that she felt threatened by a mere child's forwardness, the little girl would acquire a highly exaggerated opinion of her own power, which would only increase her angry insistence. Better, perhaps, to say simply, "Don't you get any silly ideas. Daddy's already married." Seen for what it is, "I want to marry my daddy" is only one of a great many similar demands: "I want six ice cream cones," "I want a live giraffe," and so on. It is in the nature of those charming, lovable three- to five-year-olds to demand the impossible and hence to clash head on with reality.

The remedy in this case is less a matter of talking than of attitude. Tolerance for a child's passionate affection and competitiveness and envy is part of it. So is the hope that there will be a lasting relationship with the child's own contemporaries. "No, you won't marry your daddy, but when you are a big lady you'll like somebody very much—somebody who is a little boy now, but he too will grow up." Once again those parents pass the test who help their child to master reality and all the while show that they know about his shortcomings and their own.

Test III. "Let me do it"

"I really was in a hurry last Thursday," reports a harassed father. "You see, I had to get to the office on time, and before that I was supposed to drop Larry at nursery school. That boy—he's just terrible. He simply won't let me help him. Everything he's got to do by himself—lace his sneakers, zip up his windbreaker, comb his hair. He almost made me late, and in the end he looked so sloppy. . . ."

The do-it-yourself mania of the preschooler is among his most enchanting and at the same time most exasperating qualities. True, we appreciate his urge to come to grips with zippers, buttons, locks and keys, shoelaces, water faucets, escalators, ball-point pens, and countless other tools and gadgets. But his desire to master them invariably clashes with adult purposes and time schedules.

Not always is it a small child's father who is most disturbed by all this. Rather it is the parent—either parent—who expects the well-nigh impossible of himself. For instance, a mother to whom the smooth functioning of the daily routine and the flawless execution of household tasks is essential will suffer from the slow, deliberate, and clumsy actions of a preschooler. But three-year-olds can't be rushed all the time, and the fruit of their labor is never flawless, whether they are dealing with zippers or crayons. It seems, then, that those of us who are most faithful to a high ideal of perfect parenthood are particularly ill equipped to deal with the do-it-yourselfer. It may pay to be just a little bit sloppy. If you are, you will find it much easier to put up with the stubbornly

practicing small child who insists on taking his own sweet time as he puts pegs into holes or ties knots or fills a cup over and over and over again. He is busily preparing himself for the conquest of *things*, and a good parent (not a perfect one, but a merely good one) will permit him to do so.

Let's be patient with our own impatience

So far we have tried to assess the adequacy of parents from their reactions to their young ones under particularly trying circumstances. But what about the parent who, quite independently of his children's behavior, loses his temper or refuses to listen to someone or otherwise falls woefully short of the parental ideal? There are, after all, such moments in everybody's life. We are gruff because we haven't slept well. We nag a child because the boss (or the vegetable man or a neighbor or Uncle Jim) has irritated us. For some reason or other we say things to our children we wish afterward we hadn't said.

Worse yet, if we are quite honest with ourselves we discover certain weak spots in our own personalities—weak spots that are, as it were, built in and that make us intolerant toward a child's behavior. Some of us are "allergic" to noise, some to messy rooms and to floors littered with clothes, toys, and a number of items that defy definition. Still others "can't stand the sight of blood," even if it's merely a scratch resulting from a fight between two preschoolers. All of us have moments when we "just can't take it," whatever it may be. And our children must learn that, up to a point, they will simply have to accept us as we are.

How, then, do we measure up to our image of the perfect parent? Isn't the perfect parent supposed to set a good example at all times? Yet if there ever were a truly perfect parent, one who unfailingly sets a good example, he would prove to be most discouraging to his children. As it is, we appear to our preschool children to be creatures of unbelievable competence, skill, and wisdom, all our imperfections notwithstanding. As it is, our children often feel that they won't ever be able to measure up to our splendor. An occasional outburst of anger, an expression of vast discouragement, a little nagging, a little disorganization bring us much closer to our young ones. They feel that some day they will be able to do as well as their elders. And those elders will be better appreciated as the human beings they are—trying and erring, loving and resenting, with great qualities and more regrettable ones—than if they aimed at the inhuman, the image of the perfect parent.

Maria W. Piers is a consultant to the child care program of the Chicago Institute for Psychoanalysis. Her TV program for parents, Children Growing! is one of the most popular on the educational television (NET) network.

Recruiting the Retired

Among the thousands of experts in every field of endeavor who are employed by the United Nations, many hundreds have been recruited from the ranks of the retired. The reason is that U.N. technicians and administrators are often required for overseas appointments that may last only a year. Such jobs have little appeal for a young person who has his career to make, but may be just the ticket for an older person bored with retirement.

The jobs offer anything but a life of ease. One sixty-eight-year-old man is an engineer in southeastern Turkey, where the temperature reaches 135 degrees in summer and drops to freezing in winter. His wife, trained as a nurse, helps Turkish and Kurdish mothers. A sixty-five-year-old metallurgist is working in the malaria regions of the tropics. A seventy-year-old housing expert is advising Icelanders on low-cost dwellings. A seventy-five-year-old finance expert is helping the Libyan government to set up a school of public administration.

Why do these older people prefer such arduous assignments to a life of idleness? Work is more fun than idleness, say some. Others feel that a post with the U.N. can be the high point of a long and successful career.

World-wide Focus on the Family

The International Conference on the Family was held August 23-26 at Teachers College, Columbia University. The conference, which met for the first time in the United States, was a joint meeting of the International Union of Family Organizations and the National Council on Family Relations. It called together representatives from various important national organizations to consider the theme "Personal Maturity and Family Security." Among the names on the U.S. conference planning committee were several well known to P.T.A.'s and readers of this magazine: Aaron L. Rutledge, chairman, Harold T. Christensen, Evelyn Millis Duvall, and Esther L. Middlewood. Mrs. James C. Parker, president of the National Congress, made one of the principal speeches at a plenary session. Her topic: "Strengthening the Parent-Teacher Partnership."

Open House, Open Heart

Foreign visitors are being made to feel at home in Chicago through the efforts of a local organization known as the International Hospitality Center, a nonprofit enterprise that has been quietly doing important things since 1952. The Center has a volunteer list of about five hundred Chicago families who are willing to open their homes to students and other visitors from foreign lands. Sometimes it's for dinner and an evening, sometimes for a day or even weeks.

Now and then the Center sponsors tours to points of interest in the city or other parts of the state. And occasionally it aids a foreign student with a loan or even an outright grant of fifty dollars or so to meet an emergency, such as paying for the typing of a doctoral dissertation at a local university. The Center operates on an incredibly small budget, which comes from individual Chicagoans and from local firms with international interests. The American families who participate in the program insist that they get even more out of the experience than do their foreign guests.

A Father's Blessing

Portugal too has its juvenile delinquency problem, and Father Americo de Aquiar, a Portuguese priest, has had his own ideas for rescuing children from the streets and rehabilitating them. He has established six *Casas do Gaiato*, or street urchins' homes. Any abandoned boy is



eligible to enter one of them, but no boy is forced to do so.

Once admitted, the lad finds himself a member of a unique boy-managed organization. Guided with a light hand by the priest in charge, the boys run the homes, raise their own food, make and mend clothes and farm implements, clean the buildings, and even cobble their own shoes. They maintain vineyards, dairies, a print shop, and whole farms. At first adult volunteers showed the boys how to carpenter and do other skilled work, but now most of the instruction is done by older boys who have become proficient.

The homes are supported by contributions from individuals and occasional grants from the state. Some observers may lift an eyebrow at the often sketchy housekeeping and the lack of order and discipline, but no one can doubt that the *Gaiato* program endows these once abandoned boys with a priceless gift—a sense of responsibility and pride in work.

Young and Friendly

Leading educators point out that United States college campuses are crowded with foreign youth, who, with large numbers of travel-minded young Americans, will later fan out all over the world.

Foreign students, perhaps numbering as many as one hundred thousand, can be "far more effective . . . than military or economic aid," according to Peter F. Drucker, professor of management at New York University's Graduate Business School. But too often their force is wasted. They become enthusiastic about Western ideas while they are here, but when they go back home and try to introduce those ideas, they fail to get a hearing. Many become discouraged and lose their friendly attitude toward the United States. Dr. Drucker thinks American teachers should prepare these young people to meet the situations they will find in their homelands. They should also maintain contacts with the foreign students after they go home.

As for American youth who will go overseas, they have great potentialities as promoters of international understanding, says Professor Gerard J. Mangone, director of Syracuse University's overseas training program. But they need educational preparation—and not only in foreign languages. He adds pointedly, "It is possible to be arrogant in several languages."

TIME OUT

FOR

Television

EVALUATIONS OF TV PROGRAMS

Bonanza. NBC.

IF YOU BRACE YOURSELF for the usual bloodshed and body blows when someone in the family tunes in on this western you may decide with surprised relief that for you the program is well named. Violence, though present, is not dragged in for its own sake, and the beatings are less protracted and brutal than most. The focus is where it should be, on the plot itself, and this deals in a serious way with universal human conflicts and the meaningful decisions of men.

The four Cartwrights, all males, are outstanding and upstanding citizens whose hearty family solidarity is companioned by sympathy for the unfortunate and an active sense of justice. Cheerfully these stalwart pioneers dispense help and hospitality from their home base on the big Ponderosa Ranch—to a girl abandoned in a blizzard, to a fugitive from a lynch mob, to the bewildered butt of a community's prejudice, to a town squeezed by a crime syndicate. Whatever the emergency, the able Cartwrights turn up like four reliable St. Bernards, laden with compassion and creature comforts, ready to guide the victims back to normal life. It's a refreshing change from the somewhat aimless knight-errantry of other western shows.

People like these are more welcome visitors in your living room than the arrogant lawmen and the fascinating scoundrels that have studied the western horizon for so long. True, the viewer need not look here for any determined digging in the profounder gulfs of character, but a distinct personality is assigned to each member of the quartet, and throughout the series every man is neatly confined within his particular formula. If such bland characterization leaves no room for the spice of human inconsistency, we may forget this limitation in the pervading haze of benevolence and family togetherness that make the program's chief appeal.

Bonanza is evidence that to produce an exciting western show you don't have to assault the audience with monot-

onous beatings and blastings for sixty blood-bespattered minutes. It proves, too, that the same warm, human affections, the same grave decisions that determine modern lives flourished in the Old West.

For lack of depth and of flawless form, *Bonanza* falls far short of true art. Yet it does reach out, however humbly and gropingly, toward art's first goal—to set forth a universal truth. And cloaked as it is in melodrama and sentimentality, truth is very much at home on the Ponderosa Ranch.

Camera Three. CBS.

Omnibus will return occasionally this season, we hear, and we shall be as ready to welcome it as we were to mourn its temporary disappearance. The nearest equivalent on the television screen last year was *Camera Three*, which, we're glad to note, will continue during the current season.

You might say this show's a little *Omnibus*. Just a half hour each week, but that half hour is pure gold. All the arts, and many phases of human life and thought, brush past in exquisite though tantalizing glimpses. Last year we saw, among other things, dancing by skilled Indian artists that interpreted a legendary tale of India; an exhibit of newly discovered early American portraits; a reading of modern light verse; an architect's demonstration of his plan for getting people out of "boxes" and into beautiful homes; an analysis of the work of Ingmar Bergman, the famous Swedish film maker, with clips from one of his recent motion pictures; a performance by a well-known symphony orchestra of some of the world's best-loved music; and a dramatic sketch displaying the personalities of famous eighteenth-century English literary figures.

In some localities you have to get up pretty early Sunday morning to look into this truly panoramic camera lens. Your station manager can correct that, so see him



A Family Guide for Better Viewing

about it. Then when you write to the network to say how much your family enjoys the program, it might not be amiss to suggest that you'd like a full hour of *Camera Three*.

Maverick. ABC.

They're a pair of charming rogues, these Maverick brothers, and slippery customers at that. They breeze through the shadier byways of the Old West with a blithe assurance that keeps them safely one step ahead of the law and the ladies, both of whom are ever hot on their devious trails.

The genius of the Mavericks is the genius of the double cross. They're smarter than the other scoundrels, so they're sure to be left holding the swag while some less efficient rascal is left holding the bag. This brace of debonair knaves are the thin-blooded scions of a large family of personable criminals sired by Raffles, hero of E. W. Hornung's novel, *The Amateur Cracksman* (1899). Raffles is imperishable, as stage and film can testify, but the reader loved him in spite of his lawless ways, not because of them. With the Mavericks, on the contrary, we are evidently expected to find their rascality the principal source of their appeal. Some might see here a discouraging commentary on the development of morals in America.

Fortunately it takes a well-constructed plot and three-dimensional characters to get moral ideas, good or bad, across to an audience. And the plots of *Maverick* are so farfetched, the characters so shallow and stereotyped, that there's little danger of any intelligent adult's being corrupted by watching this show, frankly immoral as it is.

With children the situation may be different. This program can teach them that trickery is easy and fun. It can teach them that duplicity may be lovable. It can teach them the lure of easy money and easy virtue. And since Daddy seems to enjoy the show, it can teach them that

business is probably based on getting the better of the other fellow, no holds barred.

Is such a program more, or less, harmful for children than the standard western of the blood-and-belly-blow variety? Does it matter? There can't be much choice between false play and gun play. Both were born in the odor of corruption.

Shakespeare told us about Mavericks a long time ago when he wrote, "A man can smile, and smile, and still be a villain." When shall we wipe that false smile off our television screens so that they can begin at last to reflect the face of America?

Ann Sothern. CBS.

There is nothing objectionable about this program, but neither does it have much to recommend it. The only shock and surprise is that it appears on prime viewing time. As Katie O'Connor, assistant to the manager of a New York hotel, Ann Sothern does more managing than assisting—as one might expect. The comic situations tend to be a little worn from long use in other comedies, and the vaguely delineated characters are shadows of a sturdier stock. Hotel business may be funny and fascinating, but since the employees of this hotel spend more time on personal than hotel affairs, it's hard to tell. Miss Sothern's friendly warmth and gaiety contribute to what can be done to bring life to an otherwise drab show. Or perhaps it is escape from the realities of the working world that spices this flat, stale fare for some viewers. For others, Miss Sothern's truly fabulous wardrobe may make it worth looking at. For the rest of us, it's slapdash situation comedy, slapped together without dash.

Our Miss Brooks. Independent.

She's none of ours—and thank goodness she isn't. This pert, mixed-up, giddy, silly, scatterbrained, man-pursuing female a teacher? Ridiculous. In fact the only equally ridiculous thing one can think of is that pompous, bumbling, dictatorial, fatuous Mr. Conklin could maintain himself for five minutes in any community as a school principal. This unworthy pair aren't even caricatures; they're mere grotesques. Moreover, the plots they blunder about in are foolish to the point of slapstick. Neither the characters nor the plot is funny, because both lack the tenuous connection with reality essential to even the wildest farce.

Of course we all recognize that it's healthy to be able to laugh at and with teachers. But let's laugh because they are warm human beings who can laugh too when they fall into the small absurdities that claim us all at times. Let's not laugh because they're stupid and lacking in dignity. Let's not laugh because they're deserving of scorn.

Isn't it about time to give up the stale joke that there is something essentially idiotic about a teacher? In an age that has at last developed something like a proper respect for learning, a sneer at the purveyors of knowledge is sheer anachronism. Not that there isn't humor in the classroom as in other departments of human life. (The whimsical Mr. Peepers charmingly taught us that in his delightful program of a few years back.) But humor is not contempt. And contempt is the ugly attitude that lurks behind the silliness of portrayals like these.

As a remedy, why not invite the writers of this show into any good schoolroom to meet a *real* Miss Brooks? Give them a chance to savor the genuine humor and excitement and fun and compassion and rich life that flourish there in such full measure. Come to think of it—they might take *their* Miss Brooks to the classroom with them. Surely up to now none of the crew has been "looking in on our schools."

FOR P.T.A.-TV DISCUSSION GROUPS

An Analysis of *Our Miss Brooks*

1. What qualities should a high school teacher possess? Which of these qualities are present or lacking in the characterization of Miss Brooks?
2. Answer the same questions about the portrayal of the school principal, Mr. Conklin.
3. Think of a TV character who is presented as a typical doctor, lawyer, military officer, or other professional person. To what extent does he resemble actual members of the profession as you know them? To what extent does or does not Miss Brooks resemble teachers you have known?
4. What is the difference between laughing at a person and laughing with him? What kind of laughter does this program evoke?
5. How can an understanding of teachers' work and an attitude of appreciation toward it contribute to better schooling for our children? Is there anything in this program that would build respect for the teaching profession and for teachers as human beings?
6. What is the intent of this program? How would you explain its long run?
7. Describe a classroom experience that would make a dramatic, humorous, or tender episode for this television show.
8. Discuss character portrayals in the other programs evaluated in this issue of "Time Out for Television."

Bright Prospect

Expedition. ABC.

This series, presented locally in the Los Angeles area in 1959-60, will be seen soon over ABC. It features films shot by archaeological and exploratory expeditions in remote areas of the world. Shows will be presented two out of every three weeks, the third week being reserved as a time in which local stations can present programs of local interest of an educational-entertainment nature. Included will be expeditions by such organizations as the National Geographic Society, the Royal Dutch Museum, the Smithsonian Institution, and the United States National Academy of Sciences. Among the places to be visited are the Himalayas (in search of the Abominable Snowman), whaling areas of the sea, and the rain forests of New Guinea. ABC is to be commended for stemming the tide of western adventure shows that has flowed through its channels, by scheduling this and other promising features for fall.

Face the Nation. CBS.

Newly established on Monday evening, this program will employ the new two-out-of-three technique by leaving every third week open for local stations to use for a face-the-community program similar in format.

Music and the arts.

The New York Philharmonic Symphony Orchestra will broadcast two ninety-minute concerts, with Leonard Bernstein conducting. There will also be four one-hour New York Philharmonic young people's concerts. The same orchestra's Christmas program of last year, featuring Marian Anderson, the St. Paul's Cathedral Boys' Choir of London, and other notables, is to be repeated at holiday time. CBS.

Walt Disney Presents is said to be planning a two-part feature on Beethoven. ABC.

Films made at the Oberammergau (Germany) Passion

Play, the Salzburg and Edinburgh music festivals, and the Shakespeare Memorial Theater at Stratford-on-Avon have been announced by NBC.

The Life of Evita Perón, a taped dramatic show with Vivien Leigh, will be presented some time this season. CBS.

Three programs already scheduled for a new series on the life and work of modern artists portray Pablo Picasso, Georges Braque, and Marc Chagall. If the series is successful, the network announces, more modern artists will be studied. Let's hope it is very successful. CBS.

See your June 1960 *National Parent-Teacher* for other bright prospects for fall.

Bright Retrospect

Johns Hopkins File No. 7. ABC.

One of the most thrilling and expertly handled of the arts and sciences programs, this series has perished for want of a sponsor.

File No. 7 serenely offered us delectable and nourishing fare that now we can partake of only if we attend Johns Hopkins University itself. For during this weekly half hour the scholars and scientists of that eminent institution gave freely of their priceless knowledge and understanding. By lecture and demonstration they laid great matters plain and clear before us: the theory of the origin of man, the secret of plant growth, the achievements of ham radio, the process of constructing a satellite, the sounds molecules make for ultrasensitive recording instruments. One day the professors invited us to a chamber music recital; another day, to a sculpture gallery. One of them came to analyze the work of a great literary critic, and a second brought vividly before us a crucial period in social history.

The professors have gone back to their classrooms, serene as always. All the enthralling lectures are filed safely away—to be taken out again, we hope, when more of us have grown up to them.

When We Broadcast . . .

. . . does anybody listen? One would think so, judging from a speech by Frederick W. Ford, newly appointed chairman of the Federal Communications Commission. Speaking at a convention of the National Association of Broadcasters, Mr. Ford first quoted a statement prepared by Mrs. James C. Parker, president of the National Congress of Parents and Teachers, for the Commission's hearing on television programming:

"In the fertile minds of children are implanted the seeds of violence, trickery, and corruption, and the idea that as long as justice triumphs in the end, the means used to attain it matter little, if at all. Surely to present a preponderance of crime and saccharine superficiality is to distort reality and truth."

Then Mr. Ford continued: "That statement was given to the Commission on behalf of the National Congress of Parents and Teachers, an organization of nearly 12,000,000 parents, teachers, and other citizens organized in more than 45,000 P.T.A.'s across the country. This is a formidable group." Mr. Ford then reminded the broadcasters that their own code asserts, "Television and all who participate in it are jointly accountable to the American public for respect for the special needs of children."

It is reported that the broadcasters, who had applauded enthusiastically when Mr. Ford spoke in favor of freedom for the networks, greeted his remarks on responsibility for the networks with no applause at all.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

Save this page (or, better still, the entire September issue) of the *National Parent-Teacher*. These "Sentence Summaries" include the programs evaluated from September 1959 through June 1960 that are still on the air. In succeeding issues only the evaluations from September 1960 and later issues will be summarized. Reprints of this page will be available.

The Alaskans. ABC. Prescription: Wrap well in icy indifference and dump permanently into the deep freeze. April.

Alfred Hitchcock Presents. CBS. Nobody would recommend this bizarre entertainment for children, but for sophisticated adults it offers a sort of cerebral delight. April.

American Bandstand. ABC. Friendly gaiety. September.

Bachelor Father. NBC. You won't miss much if you miss this one. February.

Bat Masterson. NBC. Not a show for children, but they'll probably keep right on going to *Bat* for their entertainment. November.

Blue Fairy. Independent. We like it so much we don't want to lose a single bewitching word. January.

Bugs Bunny. Independent. Its most useful function is to keep children out from underfoot at an hour when Mother is busy in the kitchen. December.

Captain Kangaroo. CBS. A first-rate show, heartily recommended for preschool and school-age children. September.

Circus Boy. NBC. A new realm of experience for older children, one that will enlarge their minds and awaken new human sympathies. September.

Danny Thomas. CBS. Many a half hour of genial mirth and tender feeling. Occasionally trivial. January.

Dennis the Menace. CBS. As long as he continues to rampage across the screen in the grip of a relentless formula, Dennis the Menace really is. April.

Dick Clark. See *American Bandstand*.

Ding Dong School. Independent. To help your children explore their world and find it good, let the big ding-dong summon them to this happy preschool of the air. September.

Father Knows Best. CBS. Entertaining and valuable for the entire family. September.

Fury. NBC. This fine show offers excellent material for family discussions. December.

The Gale Storm Show. See *My Little Margie*.

Groucho Marx. NBC. Zany humor with granite in it. It's up to you to decide whether this program, like an oyster shell, contains a pearl or a grain of sand. March.

Gunsmoke. CBS. Offers real moral teaching, and less shooting and dying than most westerns; however, the dying is thorough. December.

Have Gun—Will Travel. CBS. Much too demanding emotionally for children; a show for men and women who wish the world would hold its hand and think. January.

Hawaiian Eye. ABC. A mess of mildewed leftovers from the private-eye blue plate. March.

Heckle and Jeckle. CBS. Just a heap of rubbish. November.

Hennesey. CBS. Relaxing fun for the family. March.

Here's Geraldine. ABC. Amusing conversation, nonsense, gay songs, and the inevitable cartoons. November.

High Road. ABC. A topnotch documentary film dealing with the peoples of the world and their cultures. April.

Howdy Doody. NBC. It may not hurt two-year-olds to watch this show—but why should they? September.

Laramie and *Tales of Wells Fargo*. NBC. There's not much of a choice between these two, but hour-long *Laramie* kills twice as much time as *Wells Fargo*. May.

Lassie. CBS. Worthwhile for the entire family. September.

Leave It to Beaver. ABC. Leave it to your family to take this program into their hearts and heads. October.

Leonard Bernstein and the New York Philharmonic. CBS. Mr. Bernstein has opened wide doors into the world of music. Now we can really hear. June.

Lone Ranger. CBS. Once a giant-sized boy scout, the Ranger has taken to activities that will never win him a merit badge. April.

Loretta Young Show. NBC. Miss Young's program is worthy of her, but it's not a program most children will enjoy. February.

Lunchtime Little Theater. Independent. Turn quickly to another station. November.

The Man and the Challenge. NBC. Surely in an age when so many people turn to tranquilizers just to meet the strain of daily living, we needn't pile up fake horrors to stretch our nerves still nearer the breaking point. June.

Mighty Mouse. CBS. Recommended for mice. September.

My Friend Flicka. ABC. Pleasant viewing for young children. But if you happen to have read the beautiful and tender book, you may be heartbroken to see what a feeble fable has been constructed from it. March.

My Little Margie and *The Gale Storm Show*. ABC. The frothiest entertainment for an idle half hour. December.

Our American Heritage. NBC. A sincere effort to present programs of artistic and educational merit, this series has rendered a real service to older children in bringing history to life. But—why isn't it even better than it is? May.

Outerspace Theater (*Commander Cody*, *Flash Gordon*). ABC. It would be hard to make a choice between these rocket racketeers—one deadening, the other deafening. December.

Perry Mason. CBS. Here's a detective series that doesn't rely on belly blows or belly laughs or the appeal of lawless power. Healthy mental exercise for adults and alert teen-agers. March.

Peter Gunn. NBC. For adults with a taste for superficial excitement, a tangy dish. For the young, it's too pungent. May.

Popeye Theater. CBS. Some adults have a warm feeling for Popeye and spinach. Others consider this program passé for children of the Space Age. They would wish to have its nerve-tearing din replaced by something less durable—and more endurable. June.

Real McCoys. ABC. A wholesome experience for the entire family. October.

The Red Skelton Show. CBS. This comedy series ranges from near top drawer to bottom shelf. February.

Rifleman. ABC. Everybody knows where scraps belong. December.

Rin-Tin-Tin. ABC. Why doesn't Rinty talk it over with Lassie? January.

Robin Hood. CBS. If the characters sometimes look as if they'd be more at home at a costume party than in Sherwood Forest, at least some young viewers may be tempted to ask for the Robin Hood ballads at the public library. May.

Ruff and Ready. NBC. A show that can teach a child to flutter the wings of fancy. November.

Sea Hunt. NBC. Recommended for everyone who can hear the call of adventure in strange and perilous places. October.

77 Sunset Strip. ABC. Violence served with a sauce of glamour is still violence. November.

Shirley Temple's Storybook. ABC. One of the most successful attempts to reproduce good literature on TV. January.

Shock Theatre. ABC. What is the purpose of this thing, anyway—to make us wake up screaming? September.

Tales of Wells Fargo. NBC. See *Laramie*.

The Three Stooges. ABC. Not even producer and sponsors should have to endure this show more than once. February.

Twentieth Century. CBS. Solid meat on every show, with a bonus of nourishing food for family discussion afterward. April.

Wanted, Dead or Alive. CBS. Most families will readily label this program "Not Wanted, Dead or Alive." September.

West Point. Independent. A program that presents American ideals of conduct in a setting that makes them understandable, appealing, and important. March.

Whirlybirds. Independent. Clean, absorbing adventure. November.

Woody Woodpecker. Independent. One of the more imaginative of the cartoons. October.

Wyatt Earp. ABC. A show for the whole family, the whole nation, to view with alarm. October.

The Zane Grey Show. CBS. Even when the program is at its serious, well-meant best the glow that glorified the Zane Grey novels is gone. June.

WHEN THE YOUNG MARRY TOO YOUNG



EMILY H. MUDD AND RICHARD N. HEY

SOMETHING MUST BE DONE about teen-age marriage. But what? Let's begin by recognizing the simple fact that teen-age marriage is simple neither in its causes nor in the problems it presents to the young couple, their parents, their children, and the community at large. Margaret Mead places the blame on "mothers who worry about boys and girls who don't begin dating in high school"; on "student-made rules about exclusive possession of a girl twice dated by the same boy"; on employers who look for "a settled married man," apparently with the idea that marriage carries with it a free ticket to adulthood. Certainly each of these factors must bear a share of the responsibility for the existence of the problem.

Teen-age marriages have always been a part of our culture, but in the United States their number has increased sharply in the past decade. In fact, the figure for average age at marriage has been gradually dropping for a much longer time than that. In 1940 the median age for men was twenty-four; for women, twenty-one. Now there are more than twenty thousand young people between the ages of twelve and fifteen who are married, and more than a million who are married by the time they are nineteen.

Teen-age marriages involve more girls than men—a ratio of 10 to 1. Some 5.7 per cent of high school

senior girls are married, 4 per cent of high school junior girls, and 2.4 per cent of high school sophomores. Another way of putting it is that today one out of every eight seventeen-year-old girls is already married. Whether we like it or not, this trend seems likely to continue for some time to come, and a sizable number of American families and schools will feel its impact.

Factors in failure

There is evidence that in early marriages, as compared with those entered into a few years later, the partners tend to show less understanding of, and less sympathy for, each other's needs and problems. In many cases the competitiveness of the classroom is carried into the husband-wife relationship. This raises a particularly difficult problem for the teen-age girl who is suddenly removed from her school clubs, athletics, and dramatics and, most important of all, deprived of the stimulation of daily studies.

Pediatricians are inclined to take a dim view of the teen-age wife as a mother. Reputedly she shows a great tendency, through ignorance and naïveté, to panic on the maternity floor, and she seldom has any clear ideas about methods of nursing. The too young mother appears dependent, insecure; so others—par-

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ents, husband, grandparents—attempt to find the answers for her. She is a natural subject for control by parent or nurse, whom, because of her ambivalence in her new role, she readily permits to take over the care of the infant. When the hospital environment is exchanged for that of the home, the parents' immaturity leads to quarrels between the partners, which in turn cause tensions in the child. There is considerable interference from all sources, which, far from helping the young mother grow up, tends to delay her maturity in motherhood. The routines of infant care are carried out with less patience and greater rigidity than they should be. The child's illness brings on panic, which makes her unable to follow instructions well, and general unhappiness is the result.

Some of us feel that such unfortunate outcomes are due largely to the fact that the young mother is not yet weaned from her own parents, and thus is caught between her own need to be mothered and her baby's. She hasn't had the chance to be an adult before she becomes a mother. So all too often the grandmother takes over the baby because she feels the baby's mother is not ready for such responsibility.

A study of teen-age marriages in a midwestern state showed that more than half of the young couples interviewed had at one time lived with parents, usually the wife's. There is no doubt that, nation-wide, this is a very common attempt at solving a very common problem. If the marriage doesn't work out, the girl and her baby can usually stay on with her parents. Emotionally and physically it is as if the girl had never left home. The young couple learn little of the realities of marriage. Actually, marriage hardly touches them.

The problem in its setting

This continuing parental management is related to the way in which our society regards the period of adolescence. In the economically privileged classes, adulthood seems to be associated with the earning of a college degree rather than with age or demonstrated ability to be self-supporting. Until graduation, then, parents care for the child. Financially and socially the young people are not expected to take full responsibility for themselves.

Among the 60 per cent of our young people who do not go to college, the transition from childhood to adulthood is no easier. Benjamin Franklin at the age of sixteen left his parental home in Boston, apprenticed himself to a printer in Philadelphia, and became self-supporting, living alone. We used to admire young persons who moved out on their own. Now we try to prevent this because, we say, they can't know their own minds—and often we block their efforts to use their minds and develop their aptitudes. Our child labor laws, for instance, require a sixteen-year-old to get his parents' permission before he is per-

mitted to hold a job. The unionization of labor, while helping labor to a more advantageous position, has at the same time held back many students from the work experiences necessary to the development of skills and the ability to get along with others in a competitive job situation.

Today a high school education is almost a necessity for any kind of job. In some communities high school marriages are discouraged by a requirement that any married girl withdraw from school, particularly if she is pregnant. Students, teachers, and parents seem to approve, but in the light of the needs of our world today, we wonder if we should not, rather, make some provision to enable these young girls to complete their education. Our country can ill afford to increase the number of its untrained and unproductive citizens, and they can ill afford to pay such a penalty.

It seems fair to say that there would be far fewer teen-age marriages but for the fact that our teen-agers today find social recognition of their near-adulthood too long in coming. They are in a hurry to grow up, and one of their attempts to be adult is through sexual experimentation. Then, too, marriage represents to many teen-agers a way of gaining adult status, of getting out from under, of being independent. It is almost as if they are saying, "See, I am grown up. I really am an adult. I'm married!"

To me it seems highly important that society provide wholesome ways in which adolescents can express this healthy and natural desire to move into social adulthood as they approach physical and mental adulthood. In pioneer days early marriage was recognized as a practical necessity, but today's adolescents are not accepted by adult society. To the extent that we accept their "apartness" as natural and inevitable we encourage the street-corner gang and irresponsible behavior.

It is clear from a number of studies that very youthful marriages produce far more than their share of instability and divorce. But this statistical picture is muddled where no distinction is made between forced marriages and marriages entered into with parental consent and moral support. Perhaps the majority of teen-age marriages are forced (the estimated figure is 22 per cent), but putting all teen-age marriages in the same category gets us nowhere. It may well be that the cause of the high divorce rate for this group is to be found in the circumstances attending the marriage rather than in the youth of the contracting parties. Clinically we see a great many couples whose real difficulties stem from premarital pregnancy. Certainly we know that marriages forced by social pressure to prevent illegitimacy are at a disadvantage from the start. Before we try to discourage young marriages by citing the divorce rate, we need to make some careful distinctions on the basis of the motivations for such marriages.

The business of growing up takes time. Young people find it hard to realize that what they want at sixteen is not what they may want at twenty-six. (Not that any person can really have this certainty, but given a few years the personality becomes more stable and life goals are more clearly formulated.) People change following marriage and job experience. Often a childhood sweetheart does not, or cannot, keep up with the spouse. One outgrows the other, and the disparity militates against success in marriage.

So what's to be done about it?

Obviously the problem of teen-age marriages is one of great complexity. Obviously, too, society now is discouraging such marriages and is fearful of their consequences. So permit me in closing to deal briefly with two questions: *How can this process of discouragement be accomplished constructively? What can be done about the teen-age marriages that will continue to take place in spite of our efforts?*

In the matter of prevention here are a few suggestions that seem to hold promise:

- Set up in every high school (as the state of California has done) a "Senior Problems" course. Dr. James Peterson, who has conducted the excellent CBS daily program on marital problems called *For Better or Worse*, says these courses are doing wonderful work but should be for sophomores rather than seniors—a judgment with which we enthusiastically agree. Why put off helping our children face reality until it is too late?
- Arrange for all high school students, from freshmen on up, to spend a day or more in a domestic relations court. Many socially minded judges recommend this. Parents could be active in such a venture by setting a time for it during the holidays. In fact they themselves would profit from the experience.
- Offer, through schools, clubs, and churches, discussions and courses that open up to the teen-ager the realities of marriage and parenthood. They may help him to abandon a current relationship that is destructive and encourage him to postpone marriage until he has had more experience in selecting a suitable partner.
- Put into every high school student's hands published materials giving sound information on teen-age marriages.
- Tactfully encourage young persons who are conspicuous for continued dating to see a school counselor or appropriate teacher for a friendly exploratory interview on their goals for the future, their relations with their parents, their school plans, and so on.

Important as these attempts may be, only a certain number of teen-age marriages will be avoided or postponed because of them. With reference to those that will be consummated, is there nothing to be said in the way of encouragement?

There is. The dean of students at Michigan State University points to the presence in the student body of three thousand married undergraduates in 1960, tells us that the university has provided housing for them since 1946, and has high praise for their academic performance.

I need not labor the point that emotional and social age appear to be of greater importance to successful marriage than does chronological age. If this is true, we would do well to concentrate on trying to be *with* the teen-agers who, in spite of our best efforts, establish marriages—on trying to understand what might help make their marriages good and satisfying. Here are suggestions for ways in which our strength as adults can be used to give them needed support:

Explore and exploit the whole area of informal neighborhood cooperatives in our urban and suburban communities. Two possibilities occur to us: first, cooperative child care centers that can free young mothers—or the grandmothers in whose homes they live—from the constant and often bewildering crises that arise in any home where there are young children; second, cooperative housecleaning by women and home repairing by men, in order to help these young people learn such household skills and feel independent and competent in their respective roles.

Build cooperative apartments for couples with young children, and equip these with nurseries and trained attendants to care for the children of working mothers. This is being done in Sweden; why not try it in America?

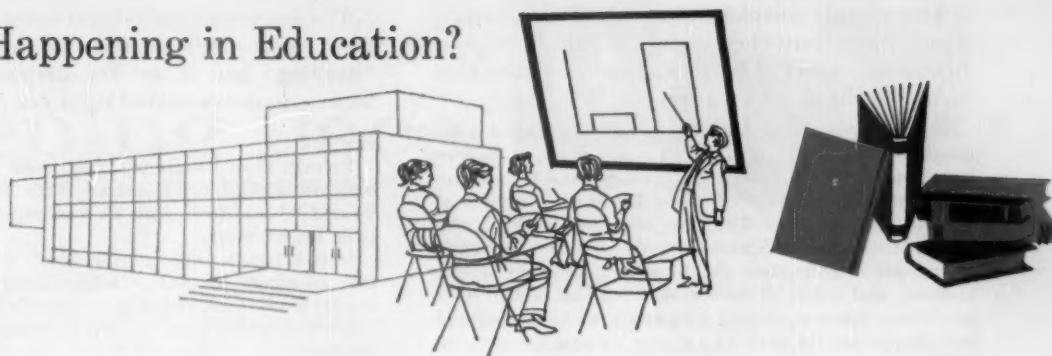
Encourage these young couples to continue their education by any means possible—correspondence schools, radio and television courses, or night school.

Might not the National Congress of Parents and Teachers, composed as it is of concerned adults, become something of a catalyst in this type of social action, stimulating local communities to rally support for young people who marry?

For the problems of teen-age marriages I cannot offer specific cures. I do not believe there are any one or two or even three concrete policies, regulations, or solutions that will keep our teen-agers from making ill-advised marriages. What I do believe is that we adults have an obligation to face up to the problem in all its vast complexity and exert ourselves to devise imaginative, courageous solutions. Our young people must know through us that they are not alone in the essential task of building America's families of the future.

Mrs. Emily H. Mudd is director of the Marriage Council of Philadelphia and professor of family study in psychiatry in the School of Medicine, University of Pennsylvania. The Reverend Richard N. Hey, instructor of family study in psychiatry, is also a staff member of the Marriage Council.

What's Happening in Education?



• *Our P.T.A. strongly believes that our children are not getting the quality of education they need to give them a good start in life. The question is money. We know what needs to be done. However, our efforts to secure increased funds are fought by a well-organized tax committee maintained by leading citizens and industries. When we present facts we are confronted with other facts designed to make us look silly. Where can we get data—impressive data—to show to taxpayers?*

—H. F. H.

You are so right to go digging for unassailable facts. Your school superintendent will know many sources. Also your state department of education.

You will be challenged when you compare educational levels in your community with national levels. Opponents will say your town or state or region is "special." To offset this argument look up the "Cost of Education Index for American Education" published monthly in *School Management* magazine beginning with the April 1960 issue. The articles provide yardsticks for all sections of the country and a range of figures for school systems within the different sections.

Take the question of per-pupil cost. Nationally in 1960 it was \$292, but when you look at regions this picture changes. New England averages \$308; East Middle States, \$376; Middle West, \$301; Northern Plains States, \$278; South East, \$204; South (east of the Mississippi), \$178; South Central, \$223; Mountain States, \$312; Far West, \$347. Unless you take cognizance of such variations your tax committee can catch you off base.

This cost index also offers figures for representative school systems within these regional averages. Your community may be in the "quality quarter" in terms of financial resources, or it may be average or (worse luck) in the low quarter.

The differences can be dramatic. For example, quality quarter districts in Mississippi spend \$7.13 annually per pupil for books and all other teaching materials. In California the quality quarter districts spend \$17.13; in New York and New Jersey, \$13.13.

The cost index points up once again the misfortune of families living in communities where money isn't. Books and school materials are all nationally priced. So the figures just quoted mean that Mississippi's quality quarter youngsters must get along with half the school materials that are provided for youngsters in better heeled states. If you take into consideration the smaller amount of money available to the low quarter for school materials and services you have a sobering picture of educational inequality within our country.

While you're digging for facts, seek out the new N.E.A. research report, *Rankings of the States, 1960*. Here you will find carefully prepared sets of tables, state by state, on school vital statistics: population and migration figures, educational attainment, staff salaries, state and local and federal aid, and so on. With these tables you can obtain a good "portrait" of your state, but you will have to use other sources to compare your community with other communities in the state.

Rankings shows, for example, that the average state contribution to the education of each pupil is \$162. Annually, that is. Delaware pays most (\$403); Nebraska pays least (\$20). Kansas, where a new commission report recommends a sharp increase in state aid, ranks forty-third.

You'll find some surprises in the table that shows the percentage of increase in state expenditures per pupil from 1949-50 to 1959-60. Here Mississippi, so often at the bottom of school-support tables, stands first (162.5 per cent), followed by Georgia, Michigan, and Utah. The unenviable bottom spot is occupied by Nebraska (38.2) and Oklahoma (41).

Why not devote an entire P.T.A. meeting to the relative position of your school system in the state and the nation?

• *Our superintendent has invited the help of our P.T.A. in an effort to discover, recommend, and hold superior teachers. We know how important good teaching is. What is superior teaching? That's something on which we all need more light.*—Mrs. D. S.

The recently completed New York State Central School Study, published under the title *Identifying Superior Teachers* (Teachers College, Columbia University), starts off with this recipe:

Select a young and pleasing personality with a keen mind; trim off all mannerisms of voice, dress, or deportment; pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young David, the strength of Samson, the loyalty of Ruth, the eloquence of Paul, and the patience of Job. Season with the salt of experience, the pepper of animation, the oil of sympathy and human kindness, and a dash of humor; stew for four or five years in a hot classroom, testing frequently with the pointed fork of criticism thrust in by a supervisor or administrator. When done to a turn, garnish with a small salary, and serve hot to a critical community.

Somehow I think the author, Charles L. Ruby of Fullerton (California) Junior College, might have given this paragon a handsome raise instead of a "small salary." If she doesn't get more appreciation than that, she will leave in her sixth year or sooner.

To this prescription the Central New York teachers add these evidences of the superior teacher's work:

1. Shows an interest in pupils as persons.
2. Adheres to the principle that rights and rules apply equally to all.
3. Provides direction and security without dominating pupils.
4. Communicates with pupils on their level of understanding.
5. Plans and evaluates as much work as possible with pupils.
6. Individualizes instruction.
7. Tries new and different teaching techniques and routines.
8. Stimulates pupils to think, evaluate information, and substantiate conclusions.

Wisely the New York teachers don't leave their counsel on Cloud 9. You'll find here many specific points to talk over with your superintendent.

• *Should parents do nothing to help their children learn to read? I've heard that such matters should be left to the teacher.*

—Mrs. R. N. D.

• *My husband and I want to help our two children to succeed in school, but we aren't quite sure what to do. The boy, in particular, finds arithmetic very difficult.*

—Mrs. A. A. N.

Most teachers now welcome assistance by parents, but what kind of assistance best serves the child? The following offer expert, common-sense answers:

All Children Want To Learn: A Guide for Parents by L. K. Fox and others. Grolier Society. \$3.50.

Parents' Guide to Children's Reading by Nancy Larrick. Pocket Books. 35 cents.

How To Help Your Child Learn. Department of Elementary School Principals and National School Public Relations Association, N.E.A. 50 cents.

The last named publication comes up with bright ideas under subject-matter headings—"Arithmetic," "Reading," and so on. For samples consider these answers to the question "What can parents do?"

Reading

Refrain from comparing your child unfavorably with some other child who is quickly picking up reading skills. Your child is himself, with his own personal, private timetable for learning.

Start a family reading hour which everybody can joyfully anticipate. If yours is a large family, choose a "reading-out-loud" book aimed at the middle children.

Let him have a place to keep his books, even if it's only one shelf. . . .

Don't be misled into thinking that all good books have to be expensive. There are 10-cent and 25-cent books that are worth owning.

Spelling

"Baby talk" may be great fun for parents and doting uncles, but it's no help to Suzy in the real life of first grade. Make sure that Suzy hears all words clearly and correctly pronounced at home. . . .

Play games with words. For example, "I am thinking of a four-letter word that means *sharp* (keen). What is the word and how do you spell it?"

Encourage him to write frequent notes—to other children, to relatives—as thank-you's for parties and gifts. Check with him to see that all words are spelled properly.

Arithmetic

If you are no great shakes at arithmetic and even secretly fear it (many adults do), try not to convey this attitude to your child.

Start him early on an allowance and convey to him the idea that it's not a handout, but a share of family money for his needs. . . . Then let him manage it.

Give him fun-things to help develop his quantitative reasoning—number tricks, riddles, magic squares, brain teasers, puzzle books.

Give him quickie mental drills on addition, subtraction, multiplication, and division when he feels he's mastered these processes. He'll enjoy testing his prowess, and the mental exercise will help him since most of the arithmetic problems he'll meet in everyday life will have to be done "in his head."

Science

Encourage him to be a collector—of rocks, insects, leaves, shells.

Help him perform simple experiments in chemistry. [See *Chemistry*, a Boy Scout Merit Badge Booklet.]

Social Studies

Map puzzles, especially the jigsaw kind, are good "learn as you play" items.

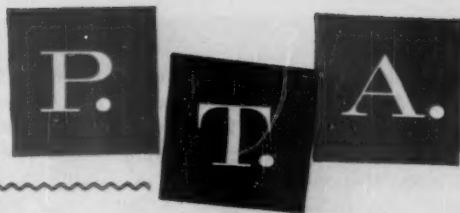
Keep an atlas, almanac, dictionary, globe, and encyclopedia conveniently close to the TV set for use during news and documentary programs, or simply to settle arguments.

There's much, much more in this useful forty-page publication.

A discussion at your next P.T.A. meeting could reveal many novel ways in which parents help children learn. Why not send some to this department? And keep an eye open for the article, "Spurring Their Progress in School," in the November issue of this magazine.

—WILLIAM D. BOUTWELL

with the Keeping Pace



"Great Things To Do"

On June 11 Western Michigan University, at Kalamazoo, awarded the honorary degree of doctor of laws (LL.D.) to "a distinguished alumna of this university" who, when she marched across the platform as a graduating senior, had great things to do, has done them, and "has more still to do as president of the National Congress of Parents and Teachers."

"Year by year," the citation continues, "Mrs. Parker has given more and more of her energy to more and more of the world's children. She has moved from the chairmanship of the Dickerson Elementary School P.T.A. in Grand Rapids to the chairmanships of ever larger groups, to the position of national P.T.A. president." Her contributions to the work of many organizations in the fields of education and child welfare illustrate "the richness of a career whose aims are identical with some of our own."



Other distinguished citizens upon whom Paul V. Sangren, president of the university (center), conferred honorary degrees at the same time were (left to right) John Bright, faculty senate award; Norman Cousins, editor, *Saturday Review*; and Dael Wolfe, executive officer, American Association for the Advancement of Science—all of whom we see here with Mrs. Parker in full academic regalia.

No honorary degree can add further luster to the shining career of our national president, but we're proud that this academic recognition reflects honor on the great organization that looks so confidently to her for leadership and inspiration.

And Mrs. Parker, we're proud of you—just as we were before.

Coming Right Along, Dr. Teller!

More than a year and a half ago members of the Garnett Elementary School P.T.A. in Cleveland, Ohio, read an article in the *National Parent-Teacher* that helped launch them on a highly successful project. "Coming Right Up, Dr. Teller!" by Ellis Evers and Barbara Dawson told how a school staff and a P.T.A. in California organized extracurricular science clubs for fifth- and sixth-graders.

Following the same general plan, Garnett P.T.A. members set up a similar club, which included interested fourth-graders along with their older schoolmates. Meeting once a week under professional guidance, the eager youngsters learn about missiles and microscopes (among other things), take field trips to see how satellites are tracked, build and operate equipment for their own projects. One of the liveliest last year was a study of chicken embryos, culminating in the emergence of four incubator-hatched chicks.

Time Out for TV Surveys

- "I never realized that such a large part of what our children watch on TV is intended for adults!" This remark expresses one of the findings of a survey of children's viewing habits recently conducted by a Fort Wayne, Indiana, P.T.A.-TV study group. Only about 10 per cent of the children's viewing time was spent on special children's programs (and small wonder, since there are so few of them). Forty per cent of the programs watched by the children consisted of mysteries, westerns, detective shows, comedies, and romances, and no less than 85 per cent of these were centered on crime.

- In another survey of children's TV-viewing habits, made by the Dilworth P.T.A. in Charlotte, North Carolina, the children reported that they viewed television for twelve hours a week. This and other data compiled by the study show that television is a major part of most children's lives, just like sleeping, eating, playing, and going to school. It's easy to understand why one mother wrote at the bottom of her child's questionnaire, "Television is broke. Thank goodness."

The study was made, writes Mrs. W. M. Sigmon, Jr., president of the Dilworth P.T.A., "as a direct result of our interest in what our children were watching, interest stimulated by reading 'Time Out for Television' in the *National Parent-Teacher*. One result of the project is that a large television station has asked to meet with P.T.A. members to find ways in which they can help each other with common problems.

Honor Bright

On June 28, at the 1960 convention of the N.E.A. in Los Angeles, the *National Parent-Teacher* received a School Bell Award "for distinguished continuous coverage of education during the school year 1959-60 by a monthly magazine of general circulation." The award, which was accepted by the editor, is one of several that each year signalize special merit in the coverage of education by press, radio, and television. The awards are presented by the National School



Public Relations Association as coordinating agency for the following sponsors: the American Association of School Administrators, the Council of Chief State School Officers, the National Association of Secretaries of State Teachers Associations, the National Congress of Parents and Teachers, the National Education Association of the United States, the National School Boards Association, and the United States Office of Education.

Naturally the National Congress of Parents and Teachers was not consulted and took no part in the selection of its official magazine as a recipient of an award.

The *National Parent-Teacher* deeply appreciates the honor conferred by these distinguished groups. It is proud of the beautiful plaque commemorating the award, which now adorns the editorial offices at national headquarters. Certainly the magazine will continue to do its best to merit the esteem symbolized by this very special mark of recognition.

A Movie Break

When bad weather keeps vigorous youngsters inside the school building during lunch hour, difficulties quite often arise. Their aimless, amiable, but by no means quiet wanderings through halls and classrooms create a need for faculty supervision—one more task added to the teachers' already crowded day.

The Catherine Blaine Junior High School P.T.A. of Seattle, Washington, has managed to solve this problem to the pleased satisfaction of principal, teachers, children, and its own membership by offering a program of noon movies at the school. The films are carefully selected on the basis of ratings in the Na-

tional *Parent-Teacher* and are rented for a small sum. Each film is divided into ten equal segments. A ticket to the whole series, spread over ten days, sells for twenty-five cents. Supervision is supplied by P.T.A. members, who thus free the teachers of any lunch-hour responsibilities. A not-to-be-ignored feature of the noon movie program is the income made available in this way for other child welfare activities.

Health Is the Center

Monday, June 13, was a day of rejoicing in the Los Angeles Tenth District, California Congress of Parents and Teachers. That was the day when members of the 317 units in the district ceremonially burned the \$400,000 mortgage on their handsome Parent-Teacher Health Center building. Proudly they recalled the Health Center's record of accomplishments since it opened its doors in 1951.

California law says that the public schools may diagnose children's ailments and needs but may not extend aid in any form. It was to fill this gap in welfare services to needy youngsters that the Health Center was conceived and established by Los Angeles P.T.A.'s. Staff members (many of whom donate their time) are expert physicians, dentists, psychiatrists, and social workers; they have treated nearly 100,000 children in nine years. The child guidance clinic alone treats about 500 boys and girls a year, simultaneously counseling with their parents. And since 1951 some 23,000 X rays have been taken, 28,000 prescriptions supplied, and 11,300 pairs of glasses furnished.

All this—building, mortgage, conduct of the program, and operation of the plant—is paid for by the Tenth District out of funds raised by the voluntary efforts of parents and teachers working together to meet the needs of children in Los Angeles schools.

Tuning In on Our Schools

Half a million listeners each week—that was the audience reached by *Speaking of Schools*, a daily radio program presented cooperatively during 1959-60 by the New Jersey Congress of Parents and Teachers and the New Jersey Education Association. The program has been described by its producer as "documentary in nature, using beeper-phone and on-the-spot interviews and reporting on the problems, accomplishments, and needs of public education in the state."

Mrs. James C. Parker, National Congress president, was heard on three programs, discussing P.T.A. plans to eliminate the sale of pornographic literature to children; how P.T.A. dues are spent at the national level; and the evaluation of television programs in the *National Parent-Teacher*. (These are summarized monthly on *Speaking of Schools*.) Reports of state and National Congress meetings have been recorded by telephone and tape and thus brought instantly to the waiting audience at home. Fifteen New Jersey stations broadcast the program, which received one of the 1960 School Bell awards for distinguished interpretive reporting on education.



© Ward Hutchinson

Prevention—

The Way of Wisdom

DURING THE WEEK OF NOVEMBER 27 to December 4, American parents will be urged to join scientists and educators in a nation-wide, united effort aimed at preventing delinquency and emotional disorders in children. The call for cooperative action will come from national leaders in professional fields.

This first National Child Guidance Week will launch a significant new venture—a comprehensive, long-range program to safeguard the emotional and social health of America's children and youth. Five years in the planning, the program has the support of outstanding scientists and educators, national organizations, and large business corporations. It will be directed by the American Child Guidance Foundation, which was created for the purpose by the joint efforts of leading business and professional people.

The program's architects include leaders of the National Congress of Parents and Teachers and top-level authorities in psychology, education, psychiatry, medicine, law, religion, the social sciences, and other fields. Recognizing that the guidance and understanding each child receives in his own home is of prime importance in building his mental and social health, the planners have insisted upon a scientifically sound program that will bring realistic help and increased confidence to parents.

Why is such a program necessary? Studies show that already tremendous numbers of children are handicapped by emotional disorders or trapped in the web of delinquency. What is even more startling and distressing is that qualified professional help is available for only a fraction of the children who need it. Scientists agree that emotional disturbance and delinquency are now two of the nation's most serious, complex, and costly problems. They agree also that the solution of these related difficulties will require long, intense, scientific effort.

Obviously it is essential to increase resources for treatment, but it is equally important to prevent children from becoming delinquent or disturbed in the first place. "Our greatest hope for reducing the incidence of delinquency and emotional illness over the years," says Edgar B. Phillips, M.D., executive director of the new Foundation, "is through the development of more effective preventive measures." To supplement the nation's many important efforts to provide a "pound of cure" for the emotionally ill, the Foundation will emphasize an "ounce of prevention" for the emotionally well. It will promote positive approaches to keeping children mentally and socially healthy. And it will do so with the conviction that successful prevention depends on the long-term teamwork of parents and scientists.

NATIONAL

Child Guidance

WEEK

November 27–December 4, 1960

In the years ahead the long-range program will comprise this series of efforts:

- To put our knowledge of children's behavior to more effective use.
- To increase the body of usable information.
- To train more professional manpower for the care and prevention of emotional and behavioral disorders.
- To expand community programs to help parents guide their children's personality development.

This year and every year the Foundation, with the cooperation of the National Congress of Parents and Teachers and other organizations, will develop a national observance of Child Guidance Week to focus public attention on the major issues, needs, and resources in the field of child guidance. This year's observance will include special P.T.A. programs, professional institutes, and a nation-wide television program.

The hour-long telecast, designed especially for parents, will be sent over the NBC network Sunday evening, December 4, at 10:00 p.m. E.S.T. and P.S.T. and at 9:00 p.m. C.S.T. An absorbing drama, with an excellent cast headed by Robert Young, will show how guidance problems may develop in any home or school. Childhood experiences that may lead to delinquency or emotional disorders if not handled properly—experiences that any child might have—will be portrayed with touching realism. The program will also show that parents may sometimes need professional help with problems, and it will depict ways in which they can find help and use it wisely.

One purpose of the telecast is to deepen public understanding of the need for expanded research and professional training. Another purpose is to show that extensive, close communication between scien-

tists and parents is essential if we are to cope effectively with the complex problems of delinquency and emotional illness.

The National Congress of Parents and Teachers welcomes the American Child Guidance Foundation program. It warrants our wholehearted support, for it reinforces our own Action Program, "Strengthening the Home—Source of Our Nation's Greatness." You will recall that in the prologue to the Action Program, our national president, Mrs. James C. Parker, says, "This is an Action Program concerned with prevention—with the prevention of whatever conditions menace the well-being of children and youth and the adults responsible for their guidance."

Prevention is the way of wisdom. The National Congress hopes that all state congresses and P.T.A.'s will join in launching this national cooperative movement of prevention. We suggest that every local unit during November and December develop special programs and projects on child guidance topics. In the articles and study course programs that will appear in the *National Parent-Teacher* this fall, P.T.A.'s will find fresh ideas and resource materials for planning general meetings and discussion programs on child guidance.

Other aids will also come from the National Congress. Special letters filled with program ideas that can be published in state congress bulletins or mailed to local units will be sent to state presidents and many state chairmen. These "program idea" sheets will describe panels, film festivals, and audience-participation programs for both P.T.A. and public meetings.

The preventive program of the American Child Guidance Foundation is an important venture. Realistically it recognizes that in any sound, scientific effort to reduce delinquency and maintain children's emotional health *parents must be the partners of scientists and educators*. It is a long-range, comprehensive endeavor, not a flashy campaign, for the program planners know that delinquency and emotional disorders will not be wiped out by a one-shot emotional crusade. These tough, complex problems require a long-term effort soundly based on scientific research. They require the transmission of useful knowledge to parents and the close communication of parents and professional personnel.

All these are continuing goals of the National Congress, for our work is based on the unarguable fact that parents are supremely important in their children's lives. It is parents who provide the guidance that counts—the guidance that makes the difference between mental health and mental illness for America's children and youth.

—WILLIAM G. HOLLISTER, M.D.

*Chairman, Committee on Mental Health
National Congress of Parents and Teachers*



notes from the newsfront

Whiz Kid.—Speed in translating comes with practice. If you doubt it, ask a new machine developed by United States scientists and engineers to translate Russian into English. Right now the young robot handles about forty words a minute, but it's expected that modifications to be made in the future will increase its output to 2,400 Russian words a minute—and improve its grammar at the same time.

Girls and Dolls.—Joanie doesn't play with her doll any more, but she is likely to take it to bed with her, according to an inquiry at a girls' grammar school in the north of England. Joanie is one of 73 per cent of Eng-

lish first-form (seventh-grade) girls who keep the dolls they had when they were younger, and one of 11 per cent who take them to bed at night—ostensibly to keep their backs warm or to allay fear of burglars. In most cases Dolly isn't thrown away until the girls grow up and get married and their mothers insist on having everything cleared out. The most popular back warmers and defenses against burglars are teddy bears. Considerably less popular with growing-up little English girls are stuffed dogs, golliwogs, rabbits, pandas, and various kinds of dolls.

Choice Channels.—We've all been wishing for a guide to educational television, and now there is one: the first *Educational Teleguide*, issued by the U.S. Department of Health, Education, and Welfare. It lists the cities and channels that have ETV, new books on the subject, and the colleges and universities that offer courses in television, to mention just a few of the topics covered. Order your copy for thirty cents from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.

Teachers' Story.—There are 8.3 per cent more qualified teachers this fall than last as thousands of new college graduates enter the teaching field. But because pupil enrollment is rising and many teachers are changing to better paying jobs, the national shortage remains unchanged—135,000 teachers. The shortage is far more acute in the elementary grades than in high school. The National Education Association, which reports these figures, adds, interestingly enough, that men comprise 38 per cent of the incoming group of teachers, as against 27.6 per cent for last year. Another heartening fact: Three out of every four elementary school teachers now in service have college degrees. Ten years ago it was half and half.

Vacation 1980.—You who live in Los Angeles can travel to Paris in ten hours and forty-five minutes in a subsonic jet. If you can't spare that much time, just postpone your trip for twenty or thirty years. You'll then be able to make it in an hour and four minutes—by rocket. At least so predicts Leston Faneuf, chairman of the board of a large aircraft corporation. But won't the cost be astronomical? Not to you, says Mr. Faneuf. Airlines, aircraft companies, and government will spend billions of dollars on the research and engineering that will make your space trip possible, but your fare will be only about twenty dollars more than it is

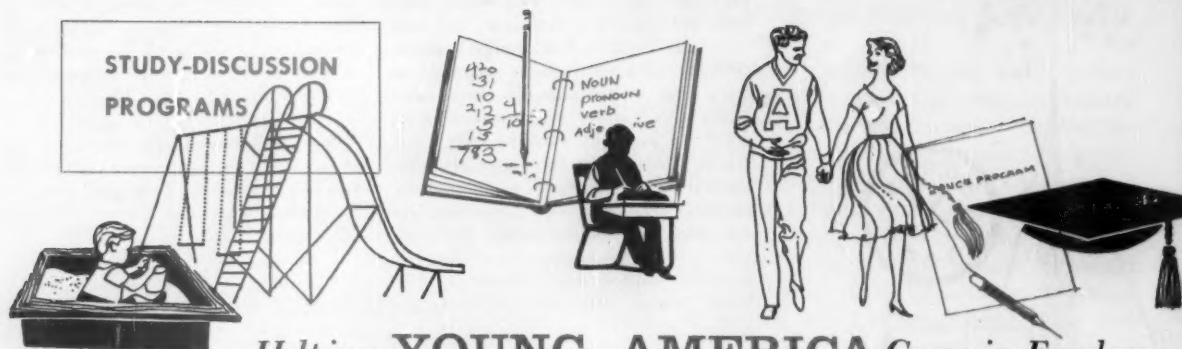
right now. It's a different story if you want to travel from Los Angeles to New York. That's too short a distance for rockets, so you'll have to plod along in a jet plane at an old-fashioned two thousand miles an hour.

Miner Irritation.—Coal miners on the night shift in Derbyshire, England, don't have a chance to see the evening TV shows. Naturally they're demanding a raise in pay.

The Cost of Genius.—Can you tell whether your child is a genius? Perhaps not, but you may get some clues from a study of twenty geniuses made by Harold C. McCurdy, psychologist at the University of North Carolina, and published by the Smithsonian Institution. Dr. McCurdy studied the childhood experiences of John Stuart Mill, William Pitt the younger, Johann von Goethe, Samuel Taylor Coleridge, John Quincy Adams, and other geniuses. He found that as children they received a high degree of attention and love from their parents and were in constant association with adults. They were, however, isolated from other children and formed close attachments only to a few of their brothers and sisters. As a result of these two facts, they experienced rich fantasies. Genius, concludes Dr. McCurdy, often means not just a lonely childhood but a less than happy marriage.

Hot Lunch—Modern Version.—Hot school lunches with no kitchen, no dishes, no pots and pans, and no full-time workers? It sounds like a dream of the distant future, but it's already a reality in three California schools. Frozen lunches, prepared by a private organization, are delivered to the school, and prepared and served by means of equipment already installed by the same organization. The school need supply only a refrigerator, an electric outlet, limited working space, and a part-time clean-up woman. The meals are planned a month in advance by school dietitians and are subjected to rigorous state and federal inspection.

Telling Odors.—Books printed in England may soon be made more appetizing by the addition of odors that will suggest the subject of the book. Thus books on gardening will breathe the fragrance of flowers; cookbooks will give off those good bakery smells. Presumably a book on how to sail would be redolent of tangy sea air, and one on archaeology might give us an intriguing whiff of musty tombs and tomes. One stops short of wondering what odor would be appropriate for a book on the present world situation.



Helping YOUNG AMERICA Grow in Freedom

I. PRESCHOOL COURSE

Directed by Ruth Strang

"What Kind of Parent Are You?" (page 16)

Points for Study and Discussion

1. Have you noticed any recent trend in books and articles written for parents that indicates a change in the attitude of authors—away from blaming and admonishing parents, toward appreciating and sympathizing with their problems? Try to find some quotations that illustrate this change.

2. Which kinds of parents does Dr. Piers consider the most desirable?

- The parent who sets a good example at all times.
- The parent who brings up his children without a trace of anger, fear, or doubt.
- The parent who seeks an increased understanding of children and why they behave as they do.
- The parent who is honest and well intentioned.
- The parent who helps his children to become more self-reliant and self-confident as they grow up.
- The parent who is tolerant and resourceful.
- The parent who does not expect the impossible of himself or his children.
- The parent who is patient with his own impatience and faults.

3. Analyze the situations illustrated in the different anecdotes included in the article, using the following method:

- Describe the situation concretely and realistically—what the child did and how the parent felt.
- Try to imagine how the child felt and why he behaved as he did.
- Suggest possible ways of handling the situation and the probable consequences of each.
- Select what seems to be the best way in the light of all you know about the situation.

Apply this method of analysis to some situations that have baffled or bothered you.

4. A young mother who was clever and competent in everything she did wanted her child to be just like her. All during the day you could hear her saying to the child, "Don't do it that way," "You can do better than that," "Let me do it for you," and "I don't see why it takes you so long to do everything." Gradually, over several years, the child's behavior changed from her earlier eager spontaneity to extreme withdrawal. She would dawdle over breakfast an hour or more, never take the initiative to do anything herself, and spend her days at school daydreaming.

Discuss the possible causes of this child's behavior and

what the mother might have done to prevent it. Now that the child has become seriously disturbed, what might be done to help her?

5. What does Dr. Piers say about children's accepting parents as they are?

6. What, according to the author, are two ways in which psychology can help parents?

7. A mother often asked herself, when her little boy did something that made her cross or angry, "Just why did Dick's behavior annoy me so much?" How might this question—and the attitude behind it—enable her to understand the child better?

Program Suggestions

- Plan a panel made up of parents and also of one or two professional persons trained in child psychology, and ask the participants to discuss the following quotations, taken from the White House Conference report, *The Nation's Children*, 2: *Development and Education*:

A warm mother can maintain stricter discipline without harm to the child than can a cold mother; whereas with a cold mother, less discipline seems to be better. Thus an analysis of the effectiveness of techniques for nurturing children must consider both the procedures used for control and the emotional atmosphere in which the control is exerted (page 51).

Let the child, through his behavior, . . . tell us what doses of freedom and of discipline he may be able to use, and where and when (page 211).

- Put on a program entitled "Portraits of Parents." Ask members to present descriptions of parents in literature (*Little Women*, *Life with Father*, *Cheaper by the Dozen*, and other famous plays and novels). Cartoons or pictures may be used, or the group may prefer short dramatic sketches or role-playing skits, depending on their talents. After each presentation, have a brief general discussion of the influence such parents may have on their children.

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Preface to a Life (29 minutes), National Institute of Mental Health.

Preschool Incidents (No. 1): When Should Grownups Help? (13 minutes), New York University Film Library.

Your Children and You (31 minutes), British Information Services.

II. SCHOOL-AGE COURSE

Directed by William G. Hollister, M.D.

"What Price Parent-Pals?" (page 9)

"Watch for the Pendulum Swing," the article originally scheduled for this issue, will appear in the October National Parent-Teacher.

Points for Study and Discussion

1. What are the most absorbing interests of a six-year-old child? How far can parents share these interests? Does he have any particular need for a "parent-pal" at this age? When a youngster reaches the age of nine or ten, what roles does he expect his mother and father to play? What major needs must they help him to satisfy?

2. In Volume 1 of the White House Conference publication, *The Nation's Children*, August Heckscher (in "The New Leisure") speaks out strongly against too many family-shared activities. Children need their own forms of leisure, their own kinds of play, he says. However, he adds that he does not "undervalue the importance of recreational activities undertaken by the family group, or by father and son together. Indeed it is when the older and younger generations have each been allowed a certain measure of freedom and have enjoyed themselves in their own way that they can come together for the truest delights. Togetherness implies a degree of separateness as its base" (pages 243-44).

Discuss this idea, giving examples pro and con from your own observations and from your reading. Do you feel that A. D. Buchmueller would agree with August Heckscher?

3. All parents, naturally, want to encourage certain traits and qualities in their children. In a brief brainstorming session suggest what kind of parent-child relationship would best foster each of the following:

- A sense of fair play and good sportsmanship
- Respect for older people
- Ability to work and play with others
- A sense of humor
- Self-control
- Eagerness for new experiences
- Patriotism

4. Another contributor to *The Nation's Children*, Eric Larrabee, also tells parents not to spend too much time with their children. ("A little inattention might do them a world of good.") "It is rare enough," he writes, "for adults to remember that they once were children, let alone

to reconstruct imaginatively their own childlike incomprehension of the adult world. The two universes are opposed." ("Childhood in America," Volume 3, page 211.) Does your author corroborate this view? Does your group?

5. Eight-year-old George is bright and cheerful in school but discontented and rebellious at home. He teases his two little sisters and often talks back to his mother. His father holds down two jobs, one requiring him to work four nights a week, in order to save money for a new house. On the nights that his father is away from home George is especially difficult. He won't eat and refuses to go to bed. When put to bed almost by force he won't go to sleep until his father comes home.

Obviously "under-fathering" is one of the difficulties here. If you were counseling George's parents, what would you suggest that they do, so as to meet the lad's emotional needs?

6. What are some of the tensions and circumstances of modern living that make it hard for us to work and play with our children, share plans and responsibilities with them? What substitutes do many of us offer them to replace the intimate, satisfying family-circle experiences that ought later to be part of every person's recollections of his youth?

7. How successful do you think earlier generations of parents (your parents, for example) were in establishing warm, trustworthy, unbreakable bonds with their children? Contrast their attitude toward parent-palship with our own. Have we, in our attempts to lavish love on our children, forfeited their respect for us and for adult authority in general? On the other hand, what kinds of psychologically sound relations do we establish with our children that were unknown years ago?

Program Suggestions

• A panel or round-table discussion of the foregoing points would amplify as well as clarify the major ideas in the article. At the close of the discussion ask each panel member to speak for two minutes on experiences parents and children might share that would, despite the age gap, foster affectionate understanding between them. Invite a professional person—for example, a school psychologist or child guidance worker—to sit in as consultant.

• Many communities nowadays are making an effort to provide varied opportunities for family recreation—father-son and mother-daughter sports events, art classes for parents and children, even orchestras made up of oldsters and youngsters. Ask a member of your town's recreation department to speak to your group about family recreation programs, either in existence or in the planning stage, in your community. Bring up these questions: 1. What can the P.T.A. do to create greater public interest in such programs? 2. How can information about them be made easily available to all the townspeople, especially newcomers?

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Are We Squeezing Out Adolescence?" (page 4)

Points for Study and Discussion

1. "Adolescence is like Highway 30. It just keeps on and on and takes forever to get anywhere." That's how one midwestern teen-ager described the way the second decade of life stretched on and on for him. He pointed to the child labor laws that made it difficult for him to get a real job, even during school vacations. He stressed the years of education that he would need before he could feel he was able to contribute anything in the modern scene. In the long years that separate childhood from adulthood there were few areas of life in which he was a full-fledged participant. Now Margaret Mead observes that adolescence has been so squeezed that modern young people miss developing their full potentialities, since they are forced too soon into adult roles for which they are but poorly prepared. Can both these conditions be true for some young people? Is one reason for today's forced pseudo adulthood the feeling, shared by many of our most able youth, that they have been out of things too long?

2. No question about it, young people today are maturing faster than did those of earlier generations. Mary Cover Jones recently reported a comparison of high school students today with those of twenty years ago in a stable community where the University of California longitudinal studies have been going on for many years. Her conclusions were that, in general social maturity, today's ninth-graders are where twelfth-graders were just twenty years ago. This is quite a change in one brief generation. Are our teen-agers faced with challenges suited to their higher levels of maturity, grade by grade?

3. Do families sometimes hold back their children's development by emphasizing outmoded values? Robert Havighurst of the University of Chicago cites a good example of this in the recent River City Studies: Young Jerry's family forbade him to continue using the local library because he owed a sixteen-cent fine, and instead bought him \$270 worth of encyclopedias "so everything you need to know will be right here at home." Buying reference books for young people certainly is a praiseworthy act, but forbidding a teen-ager to use resources beyond the home is shortsighted, provincial, and ultimately disastrous in our present world. How can families and schools encourage children to develop inquiring minds and to seek answers in wider and deeper ways than may once have sufficed?

4. Do you agree that school curriculums are geared to girls and that boys get the thin end of the stick? If so, what can be done at every educational level to recognize talent in boys as well as girls and help them develop their potentialities?

Program Suggestions

• Review *The Vanishing Adolescent* (see "References"), with particular emphasis on its implications for gearing our educational programs more closely to the needs of our teen-agers. Ask the reviewer to quote some of the more vivid passages on ways in which adults are often insensitive and inadequate in dealing with adolescents. Discuss what your homes, schools, and community could do to give today's teen-agers better preparation for tomorrow's adulthood.

• Invite a person responsible for guidance in your junior high school to discuss with your group new ways of meeting the old problem of girls' maturing earlier than boys in the early teens. How might your schools group sixth-, seventh-, eighth-, and ninth-graders according to their interests and readiness rather than always in terms of their chronological age? What kinds of parties and social activities would take into account discrepancies in children's rates of maturity? How can the late-maturing boy be protected from the pressures of a social life beyond his ability and interest? How can the early-maturing girl or boy be encouraged to continue to grow as a person without being preoccupied too soon with sophisticated social and emotional experiences?

• One of the recommendations made by the 1960 White House Conference on Children and Youth is this: "That youth in early adolescence be relieved of undue pressures from parents, schools, peers, or community organizations into premature social adulthood, as, for example, early dating." (IV, XI) Using this as a call for action, plan an open meeting of all interested adults and young people to discuss such questions as these:

1. Is the basic assumption of this recommendation true for our community?

2. What evidence is there that our teen-agers are being pushed beyond their years into premature adult experiences?

3. How do we feel about these trends? Are they good? Bad? Not important?

4. What can we do to provide the kind of social, intellectual, and spiritual climate that will assure our young people every chance to realize their full potentialities?

5. What immediate next steps can we agree upon—for action now?

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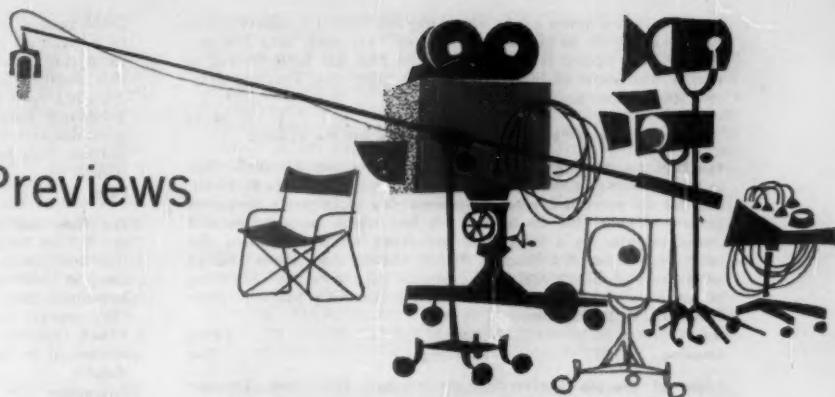
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Motion Picture Previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
ELJA BUCKLIN

FAMILY

Suitable for children if accompanied by adults

The Cheerful Caboose—Universal-International. Direction, William "Red" Reynolds. A crusty old ex-train conductor is living in a brightly painted, fancily decorated freight car set cozily on a small-town siding. The man and his home provide focal points for a pleasantly sentimental tale about a runaway couple, a runaway boy, and a famous millionaire hobo. Appropriate songs. Leading players: Molly Bee, Ben Cooper.

Family	12-15	8-12
Fair	Fair	Fair

Dinosaur—Universal-International. Direction, Irvin S. Yeaworth, Jr. Harbor blasting in the Virgin Islands brings to the surface two dinosaurs and a cave man, and a freak flash of lightning shocks them into life. The cave man and one dinosaur turn out to be friendly. The other, roaring and rampaging, frightens the handful of people who happen to be around. Considerable humor as well as excitement and a touch of romance. Leading players: Ward Ramsey, Kristina Hanson.

Family	12-15	8-12
Crude but entertaining	Entertaining	Fun

Jungle Cat—Buena Vista. A Walt Disney True Life Adventure feature, photographed by James R. Simon, Hugh A. Wilmar, Lloyd Beebe. More than two years went into the shooting of this remarkable picture about jaguars, the jungle cats of the immense, little known rain forests of the Amazon. The hero is a black jaguar, the heroine a tawny gold one. There is a rough-and-tumble courtship; later two cubs are born. We see the jaguars, among many animals, battling for food and survival. The family scenes with the cubs are delightful.

Family	12-15	8-12
Beautifully photographed	Excellent	Mature in part

The Lost World—20th Century-Fox. Direction, Irwin Allen. Sir Arthur Conan Doyle's Lost World supposedly exists atop a plateau at the head of the Amazon and is inhabited by prehistoric monsters and a tribe of vicious savages. Discovered by Professor Challenger (Claude Rains belligerent in carrot-red hair), the place is explored by a group of scientists, newspapermen, a glamour girl, a skeptical British lord, and a vengeful helicopter pilot, among others. The party escapes just in time to miss the destruction of the Lost World by volcanic eruption. The picture is inclined to be slow and ponderous, and the huge spectacular effects are not always visually exciting. Leading players: Claude Rains, Jill St. John, Michael Rennie.

Family	12-15	8-12
Amusing, but scary for those who dream of animals under the bed		

ADULTS AND YOUNG PEOPLE

All the Young Men—Columbia. Direction, Hall Bartlett. Twelve Marines are left in a walled country home in the Korean hills after an advance platoon has been cut to pieces. Their only



From Walt Disney's *Jungle Cat*.

hope is to withstand enemy attacks until they are rescued. Against a background of tension and terror we watch the interpersonal drama of the twelve young Americans, including a Navaho "chief," an ex-football player, a New Mexico cowboy, an Indianapolis steelworker, a tough southern white man, and a northern Negro. High points include Sidney Poitier's sensitive acting as senior officer—displaying quiet, conscientious leadership in a command he does not want or feel equal to; the men's search for a purpose beyond immediate security; the lovely face of the Eurasian daughter of the farm household, whose sympathetic interest in Poitier gives him a chance to sound the keynote of the film: "Don't judge us by what we are now, . . . because we are frightened, because we have seen too much death, because we have to bury our friends in places whose names we cannot even pronounce." A tense and terrible picture but also tender and beautiful. Leading players: Sidney Poitier, Alan Ladd, Ana St. Clair, Mort Sahl, Ingemar Johansson.

Adults	15-18	12-15
Good	Good	Mature

The Apartment—United Artists. Direction, Billy Wilder. Jack Lemmon, a youthful clerk in a business firm, lends his shabby brownstone apartment to his superiors for their extramarital affairs in return for promises of advancement. He suddenly changes his course, however, when the big boss takes a pretty elevator girl, with whom Lemmon is secretly in love, to the apartment. Mr. Lemmon brings sincerity and poignancy to his role. Director Wilder underscores the humanity to be found in pretty shoddy people. Though the picture is well acted and brilliantly directed, the subject may prove offensive to some. Leading players: Jack Lemmon, Shirley MacLaine, Fred MacMurray.

Adults	15-18	12-15
Matter of taste	No	No

Battle in Outer Space—Columbia. Direction, Inoshiro Honda. Spacemen from another planet battle earth men on the moon and on the earth in this Japanese science-fiction film. Its best feature is colorful and showy photography—golden orbs flitting

cerily between moon peaks, streaking fire into the valleys where earth men wait to shoot their jagged rays back into the sky. Though the theme is threatening, the film has little feeling of reality, and some children may find it great fun. Leading players: Ryo Ikebe, Kyoko Anzai.

Adults	15-18	12-15
	For science-fiction fans with a taste for the esthetic	

The Bells Are Ringing—MGM. Direction, Vincente Minnelli. Just as the Broadway musical depended on the charm of Judy Holliday for its extended success, so does this elaborately mounted picture depend for its appeal on her warm personality and comic talents. As a telephone-answering service operator she takes such a helpful interest in her clients that she is able to solve their problems and in the process gain a Prince Charming of her own. Lively songs and dances. Leading players: Judy Holliday, Dean Martin.

Adults	15-18	12-15
Amusing	Amusing	Fair

Brides of Dracula—Universal-International. Direction, Terence Fisher. Vampirism and the cult of the "undead" provide an ever intriguing subject for melodramas. This one, like its English predecessors, is beautifully produced, directed, and acted with a serio-comic dignity. It smoothly blends vampire lore with pseudoscientific jargon. Leading players: Peter Cushing, Martita Hunt.

Adults	15-18	12-15
Good of its kind	Good of its kind	No

Cage of Evil—United Artists. Direction, Edward L. Cahn. A handsome but vicious young police detective, annoyed because he is not being promoted to lieutenant, becomes involved with a diamond thief; plans to murder him and his girl; and finds he must also commit several other murders. Emphasis is constantly on crime, justice playing its role only at the very end. The picture is gratifyingly brief. Leading players: Ronald Foster, Pat Blair.

Adults	15-18	12-15
Mediocre	Very poor	Very poor

The Crack in the Mirror—20th Century-Fox. Direction, Richard Fleischer. Orson Welles and Juliette Greco, both in dual roles, give this sordid, dexterously plotted melodrama what validity it possesses. Mr. Welles appears briefly as an old construction worker who is murdered after paying Juliette Greco three francs for accommodations in her two-room tenement. (It accommodates also her two children and lover.) He appears too as a distinguished lawyer who steps into the murder trial when it seems that the murderer may be acquitted. His mawkish, powerfully sentimental plea to the jurors does not dwell on justice but on the wrongs wicked, two-timing young mistresses perpetrate on noble old men. Leading players: Orson Welles, Juliette Greco.

Adults	15-18	12-15
Matter of taste	Mature	No

The Day They Robbed the Bank of England—MGM. Direction, John Guillermin. The ancient Bank of England provides a fascinating setting for this offbeat crime picture. The bank robbery is planned by Irish rebels with the aid of a skillful American bank robber (Aldo Ray). Much time and research (some of it delightfully amusing) are spent finding a way to get into the bank, which is considered impregnable. Small parts are frequently droll and always excellently acted. Leading players: Aldo Ray, Elizabeth Sellars.

Adults	15-18	12-15
Entertaining	Entertaining	Entertaining

Elmer Gantry—United Artists. Direction, Richard Brooks. Burt Lancaster does the best acting of his career as Elmer Gantry. To Sinclair Lewis' physically powerful, hard-drinking, woman-chasing character he has added exuberance of spirit and love, venial though it may be. Sister Sharon Falconer, whose beauty, business ability, and dedication cause him to change his vocation from traveling salesman to spellbinding preacher, is played with spiritual sensitivity rather than physical power by Jean Simmons. Much of Sinclair Lewis' attack on false piety is channeled through the quiet atheism of Jim Lefferts (Arthur Kennedy). The director shows astonishing skill in depicting large numbers of people who seem to be genuinely and sincerely undergoing a religious experience. Leading players: Burt Lancaster, Jean Simmons, Arthur Kennedy.

Adults	15-18	12-15
Mature	No, except with guidance	No

The Enemy General—Columbia. Direction, George Sherman. Van Johnson, an American OSS officer working with the French

underground in World War II, is ordered to give safe conduct to a German prisoner, a general said to possess important information needed by the British. The American is forced to do this despite the fact that the same Nazi officer had previously rounded up a group of innocent French citizens, including Mr. Johnson's fiancée, and ordered them shot in reprisal for a guerrilla attack on his own men. Routine melodrama. Leading players: Van Johnson, Jean-Pierre Aumont.

Adults	15-18	12-15
Poor	Poor	Poor

The Flute and the Arrow—Janus Films. Direction, Arne Sucksdorff. This brilliant Swedish photographer has created a sensitive documentary about the Muria, a primitive race that have lived in India many thousands of years. Simple, generally kindly people, they put their trust in the bow and arrow, by which they protect themselves from wild animals, and in the flute, which represents love and tenderness. Mr. Sucksdorff is more interested in the bow and arrow.

Adults	15-18	12-15
Interesting	Interesting	Interesting

From the Terrace—20th Century-Fox. Direction, Mark Robson. Paul Newman, a war veteran, leaves his hate-filled father and his drunken, straying mother to go to New York and make more money than his father has. He marries a socially prominent girl but neglects her for his business, and she in turn is unfaithful to him. In a mining town he meets a sly-eyed, virtuous girl who first rebuffs him but quickly changes her mind. Thereafter she hurls herself at him with such quiet speed that he is able to toss away the partnership he had worked so hard for and force his unfaithful wife to divorce him. Joanne Woodward, as the wife, contributes the only flash and sparkle among the series of synthetic characterizations. Leading players: Joanne Woodward, Paul Newman.

Adults	15-18	12-15
Dull and pretentious	Poor	No

The Giant of Marathon—MGM. Direction, Jacques Tourneur. A comic-book spectacular laid in ancient Greece. The Olympic champion Philpides, with a handful of fellow athletes, overcomes a conspiracy to aid an invading Persian fleet—and defeats the Persians besides. Steve Reeves flexes his muscles convincingly. Wooden acting; ineptly dubbed-in dialogue. Leading players: Steve Reeves, Mylene Demongeot.

Adults	15-18	12-15
Spectacle fans	Mediocre	Mediocre

The Great Day—Ellis Films. Direction, Rafael Gil. Six-year-old Miguelito Gil sees a friend make his first communion in an elaborate white suit instead of the plain, dark clothing worn by his other friends—all sons of ironworkers in a poor Spanish village. To have such a suit for his own presentation becomes the child's obsession. True religious values seem lost as the film ends in a gush of sentimentality. Leading players: Miguelito Gil, Miguel Rodriguez.

Adults	15-18	12-15
Fair	Mature	Mature

Hiroshima—Mon Amour—Zenith-International Release. Direction, Alain Resnais. Previous painful experiences sharpen and refine the love of two people—a Japanese who suffered mental agonies at Hiroshima and a French girl who was deeply shamed when her idyl with a German soldier was discovered. Suffering has made theirs an almost incredibly articulate romance, necessarily brief. An unusual adult film that grips its audiences not only because of its subtle and striking visual effects but because of the ideas and questions it suggests. Leading players: Emanuele Riva, Eji Okada.

Adults	15-18	12-15
A finely wrought picture	No	No

I Aim at the Stars—Columbia. Direction, J. Lee Thompson. The story of Werner von Braun's single-minded devotion to his dream of conquering space is told quite factually. We start with his early associations with the German Space Rocket Society and follow him through his imprisonment by Hitler, his release to perfect the V-2 rocket, his surrender to the Americans, and his work in this country. Curt Jurgens underplays his role. His most impressive character trait is a constant preoccupation with the universe and its challenge to man. Capable direction and performances. Leading players: Curt Jurgens, Victoria Shaw.

Adults	15-18	12-15
Good	Good	Good

Inherit the Wind—United Artists. Direction, Stanley Kramer. Director Kramer has transformed a popular, if not too dis-

tinguished, Broadway play into a powerful tract for freedom. Characterizations are strongly drawn in simplified, frequently caricatured lines—their purpose being to prove a point. Spencer Tracy imparts genuineness to the role of defense attorney. Fredric March, equally able, turns the prosecutor into a showman, a manipulator of crowds, given to heavy eating, belching, and simpering. Leading players: Spencer Tracy, Fredric March.

Adults 15-18 12-15
Excellent of its type Mature Very mature

It Started in Naples—Paramount. Direction, Melville Shavelson. Romantic music and gorgeous Italian scenery are no substitute for a light touch in this inept little comedy, to which three actors try to give some sparkle—Clark Gable clumsily, Sophia Loren brassy, and Vittoria de Sica sadly (he could have done so much better if he had produced it). Leading players: Vittorio de Sica, Sophia Loren, Clark Gable.

Adults 15-18 12-15
Poor Poor Poor

The Music Box Kid—United Artists. Direction, Edward L. Cahn. An unpleasant little gangster melodrama describes all the sensational and sadistic events that carry a killer to the top of his profession. On the side he attempts to live a conventional suburban life with a charming young wife. Leading players: Ron Foster, Luana Patten.

Adults 15-18 12-15
Poor Poor No

Murder, Inc.—20th Century-Fox. Direction, Stuart Rosenberg. Burt Balaban, Louis (Lepke) Buchalter's gang operations, better known as Murder, Inc., terrorized Brooklyn in the thirties and spread halfway across the country. Their story is told in factual, cold-blooded terms. ("You get used to murder," one character says.) Well acted and produced—two long hours of terror. Leading players: Stuart Whitman, Peter Falk.

Adults 15-18 12-15
Matter of taste No No

Pay or Die—Allied Artists. Direction, Richard Wilson. Ernest Borgnine lends both dignity and sympathy to the role of Lieutenant Joseph Petrosino, first American police officer of Italian origin, who was killed battling the "Black Hand." Warm vignettes of Italian family life help lift the picture above cops-and-robbers melodrama. Well acted. Leading players: Ernest Borgnine, Zohra Lampert.

Adults 15-18 12-15
Good of its type Good Good

Portrait in Black—Universal-International. Direction, Michael Gordon. The wife of an incurably ill (but still domineering) tycoon is having a love affair with her husband's physician, who, with her knowledge, injects a fatal air bubble into his patient's blood stream. Fear leads to more deception and a second murder. The panicky lovers suffer excruciatingly in an atmosphere of ostentatious luxury. Leading players: Lana Turner, Anthony Quinn.

Adults 15-18 12-15
Matter of taste No No

Psycho—20th Century-Fox. Direction, Alfred Hitchcock. A pretty blonde runs away with fifty thousand dollars of her employer's money so she and her lover can be married. On the way she drives into a desolate motel and is invited to dinner by the attractive young man in charge. His mother's voice, shrieking abusive protest from the window of his nearby home, forewarns of weird and mysterious events to follow, including three murders by a psychopath. Mr. Hitchcock has done a superb directorial job, using shocks and sensational effects to illuminate the personality under examination. Anthony Perkins handles a difficult role remarkably well. Leading players: Anthony Perkins, Janet Leigh.

Adults 15-18 12-15
Good Hitchcock fare Very mature No

The Rat Race—Paramount. Direction, Robert Mulligan. A slick boy-meets-girl comedy starring Tony Curtis as a naive jazz player and Debbie Reynolds as a tough little dance-hall girl. Rather than see the impoverished Debbie put out of her quarters in a decayed rooming house, Tony offers to share them with her. A discreet curtain preserves the proprieties, and the attention of both is focused on the problems the amiable Tony faces in breaking into the jazz field. After complications, Tony achieves success, and love comes to both. Leading players: Tony Curtis, Debbie Reynolds.

Adults 15-18 12-15
Matter of taste Some No

School for Scoundrels—Continental Distributing Company. Direction, Robert Hamer. A bungling young man with an inferiority complex who is continually duped and victimized sees an ad for the "College of Lifemanship," promising to make its pupils winners in life. He enters the school and soon learns how to impress at social gatherings (partymanship); how to beat an expert tennis player (gamesmanship); and how to win the woman of his choice (woomanship). Another gaily irrelevant English comedy. Leading players: Ian Carmichael, Terry-Thomas, Alistair Sim.

Adults 15-18 12-15
Enjoyable Fun Fun

SOS Pacific—Universal-International. Direction, Guy Green. A former navy man, convicted of smuggling and being taken to stand trial, safely lands a disabled plane in the Pacific. Discovering that a nearby island is to be blown up by an atomic bomb, he rescues the oddly assorted passengers a second time. Leading players: Eddie Constantine, Eva Bartok.

Adults 15-18 12-15
Routine British melodrama Some Some

The Story of Ruth—20th Century-Fox. Direction, Henry Koster. The brief, poetic Bible story of Ruth is expanded into a two-hour spectacle. Ruth, a Moab priestess, meets Naomi and her family. The girl's growing interest in one son and his gentle religion brings tragedy to the small Jewish group. The men are killed, but the one she loves lives long enough to pledge marriage vows with her. Ruth then dedicates herself to Naomi, adopts her religion, and follows her to Judah, where she falls in love with Boaz, Naomi's kinsman. A respectful, popular type of spectacular film, with considerable melodramatic action. Leading players: Peggy Wood, Elana Eden, Stuart Whitman.

Adults 15-18 12-15
Good Good Yes

Strangers When We Meet—Columbia. Direction, Richard Quine. Pathetic prototypes of today's suburbanites, played by Kirk Douglas, Barbara Rush, and Kim Novak, skillfully act out their self-centered lives in an inevitably tawdry triangle. Ernie Kovacs, as a writer, rejects materialistic success yet doggedly burns himself out to gain more of it. Leading players: Kirk Douglas, Barbara Rush, Kim Novak, Ernie Kovacs.

Adults 15-18 12-15
Pretentious, superficial Mature No

Tarzan the Magnificent—Paramount. Direction, Robert Day. The modern Tarzan is a far cry from the shy youth of years past who lived contentedly with his animal friends and swung gracefully through the jungle. *Tarzan* films are no longer for children. This one, for example, includes a seduction and a difficult child birth. Leading players: Gordon Scott, Jock Mahoney, Betta St. John.

Adults 15-18 12-15
Matter of taste Violent melodrama No

13 Ghosts—Columbia. Direction, William Castle. How would you like it if a rich uncle willed you a house on condition that you accept its collection of assorted ghosts? That's the problem of an absent-minded, improvident museum curator and his two daughters. They accept the challenge. (Plastic spectacles are provided for the audience to permit them to see or not see the ghosts.) Leading players: Charles Herbert, Rosemary de Camp.

Adults 15-18 12-15
A fairly well-produced ghost story Matter of taste Same

39 Steps—20th Century-Fox. Direction, Ralph Thomas. This bright, brisk remake does not attempt to compete with the 1935 Hitchcock thriller but is quite entertaining in its own fashion. The pace is set by genial Kenneth More, bachelor and traveler, who unwittingly gets involved up to the neck in espionage. Leading players: Kenneth More, Taina Elg.

Adults 15-18 12-15
Superior thriller Yes Yes

Wild River—20th Century-Fox. Direction, Elia Kazan. The TVA project of the thirties is a dramatic background for the story of an iron-willed old woman (superbly played by Jo Van Fleet) who refuses to leave her island home and make way for the new dam. A sympathetic TVA agent, sent down from Washington to persuade her (Montgomery Clift), becomes caught up in a romance with her granddaughter as well as in other problems more closely related to the project. Poetic southern settings add beauty to a powerful story. Leading players: Montgomery Clift, Jo Van Fleet, Lee Remick.

Adults 15-18 12-15
Excellent Excellent Excellent

OPINIONS BY POST

Two views on homework

Dear Editor:

I should like to ask your readers to consider the desirability of a longer school day for junior and senior high schools. In most of these schools children are occupied with school assignments from nine to three, with a period off for lunch. Some use additional time for limited extra-curricular activities, but for most the school day is no longer than five or five and a half hours.

Many teachers assign homework—to my mind a questionable practice. Too often the home situation is such that a student finds it hard to do his assignments. There are the inevitable interruptions—telephone calls, visitors, and so on. And unless he has a soundproof room his ears are assailed by all sorts of noises, interesting and otherwise.

Other members of the family use their evenings for activities that have considerable educational value—reading, looking at television, attending club meetings. When home assignments make such activities impossible, the student may be missing an important part of his education.

Why not lengthen the school day to eight hours, so that both students and teachers can get their schoolwork done during those hours? On all sides we hear it said that the high school must become more effective than it now is. An eight-hour school day, properly organized, would go a long way toward emphasizing the seriousness of secondary education and producing better educated youth.

LLOYD E. BLAUCH

Former Assistant Commissioner for Higher Education
U.S. Office of Education, Washington, D. C.

Dear Editor:

I have a prescription for high school students: two or three hours of home reading and study from Monday through Thursday. But I have no way of knowing whether this is the right dosage. Everyone seems to be giving children more to do—church work, band, debate, athletics, scouts, 4-H, and so on—to the point where the last thing on their list of probabilities is to stay home for an evening of study. Why is no one interested in stating exactly how much study should be expected of high school students? And why are so many of them sent to college without well-formed study habits?

PAUL T. MEYERS, M.D.

Radiologist, The Gilfillan Clinic
Bloomfield, Iowa

Reader-author exchange

Dear Editor:

Last December we were having a rather trying time. The tenants who lived on the second floor of our flat, never having had children, expected our three to be perfectly quiet and well behaved. It seemed the more I'd nag the children, the worse they'd get. The situation was making a nervous wreck of me when an article in the *National Parent-Teacher* caught my eye: "Healthy—and Irritating—signs of Independence" by Eda J. LeShan. It really helped me to understand my children and to resolve not to expect the impossible of them. In fact, it made me sit down and write a sort of thank-you letter to Mrs. LeShan.

Imagine my surprise when, practically by return mail, came this friendly reply:

I cannot begin to tell you how grateful I was to receive your letter. We often wonder how effective the written word may be, in helping parents with their enormous tasks. People like myself, who work in the field of parent education, have very limited ways and means for evaluating the usefulness of what we do. A letter like yours gives us a real lift.

In all the years that I have been meeting and talking with parents I have come to believe more and more deeply that parents want to do the best job they possibly can to help their children grow. The difficulties, the responsibilities are frequently overwhelming, I know, and I could hope for nothing better than to feel that in some way we can and do offer reassurance and encouragement.

Perhaps you will be able to "educate" your tenants a little by exposing them to some of the materials that have been helpful to you. I certainly wish you success in your daily adventure of living with children and offer my deepest thanks to you for your heart-warming letter.

After that rewarding experience I became not only a fan of our magazine but a booster. This year I will be P.T.A. magazine chairman and will do my best to help other mothers realize what it can do for them.

MRS. HARRY LABINGER

Portage Park Parent-Teacher Association
Chicago, Illinois

Encomiums

Dear Editor:

I find "Keeping Pace with the P.T.A." a most inspiring part of our national magazine. I sincerely hope it will be continued because of the excellent ideas presented there.

MRS. PRESTON MILES

President, Deadwood Parent-Teacher Association
Deadwood, South Dakota

Dear Editor:

Every page of the *National Parent-Teacher* shows what care goes into its production as well as its editorial planning. . . . I use it with my students all the time and am constantly filled with admiration at the high quality maintained.

KATHERINE REEVES

Professor, Child Development and Family Relationships
College of Home Economics, Cornell University

Report on reprints

Dear Editor:

The *National Parent-Teacher* has carried two articles on pornography—its effects on the youth of our nation and the urgent need for parents to help prevent its further spread into our communities.

Our council of parent-teacher associations has organized committees to endeavor to keep obscene literature off newsstands in our community and fight the distribution of pornography by mail. We have in mind the possibility of sending reprints of the articles to the parents of our school children, so as to make them more aware of the need for reporting to authorities any knowledge of this dread menace to youth.

MRS. R. B. FIELDS, JR.

Raytown, Missouri

At the time Mrs. Fields wrote us, no reprints of the articles were available. Now, however, we report that "Pornography—The New Black Plague" can again be obtained in reprint form. *The Editor.*

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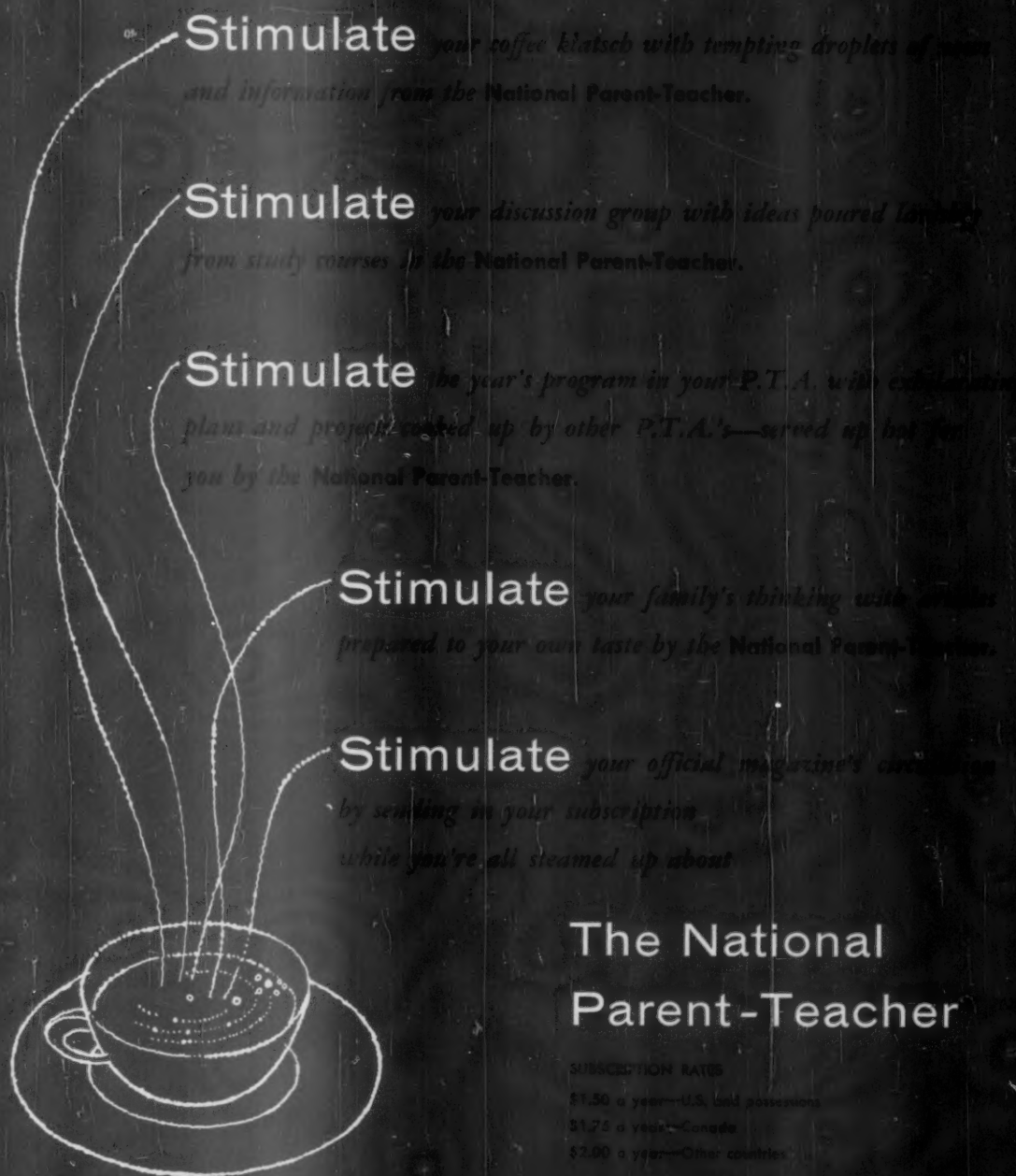
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